



Report on Institutional Programs of Cultural Diversity MSAR #8751

VOLUME I

November 2019

Lawrence J. Hogan, Jr.
Governor

Boyd K. Rutherford
Lt. Governor

Maryland Higher Education Commission

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Alexia Van Orden
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VOLUME I

MHEC Program Summary

EXECUTIVE SUMMARY

The State of Maryland places a high value on cultural diversity, equity, and achievement for all students. Recognizing the important role that diversity plays in education, Maryland Education Article §11-406 requires that all Maryland postsecondary colleges and universities create, implement, and report on a plan for cultural diversity. Maryland Education Article §10-211 also requires that all state-aided independent institutions submit to the Maryland Independent Colleges and Universities Association (MICUA) an annual report detailing institutional programs designed to promote diversity within the institution.

While institutional diversity plans' initiatives and strategies differ, there are a number of common elements among Maryland institutions as they work to create more diverse communities and increase success for those who have been historically underrepresented in higher education. These include:

- Utilizing targeted recruitment and retention strategies to attract and retain students from historically underrepresented populations;
- Creating programs providing additional academic, social, and financial supports to encourage retention and completion among underrepresented students;
- Utilizing recruitment and retention plans to increase the number of minority faculty;
- Increasing the diversity of graduate students to diversify the pool of underrepresented individuals qualified to serve as faculty;
- Infusing diversity in the curriculum via general education course requirements, relevant or related majors and academic programs, and incorporation of diversity concepts within individual course curricula;
- Creating institutional programming that celebrates and informs the community about topics related to diversity;
- Supporting student-led/-driven organizations that build diversity awareness through their own programming and educational events; and
- Continuing to seek out resources that may help reduce barriers to increasing diversity.

Institutional narratives contained in this report (Volume II) detail the many programs and initiatives campuses have undertaken to enhance diversity on their campuses in accordance with their individual diversity plans.

INTRODUCTION

Increasing representation and success of those who have been historically underrepresented in higher education is critical in ensuring access and equity for all citizens. Continuing to focus on reducing disparities in both access and outcomes across a variety of demographic categories, including racial and ethnic groups, gender identities, disability statuses, and age, is critical if Maryland wishes to remain economically competitive and to achieve other state priorities. It is also important that, given the increasingly interconnected nature of our society, residents are prepared to enter into and succeed in a multicultural world. The 2017-2021 Maryland State Plan

for Postsecondary Education, *Increasing Student Success with Less Debt*, emphasizes the key role that diversity should play within the higher education system

In accordance with the high level of value the State of Maryland places on diversity within its higher education system, Maryland Education Article §11-406 requires that all public colleges and universities institute and maintain diversity plans. While the State Plan emphasizes increasing access and success for all students, it also identifies specific populations that may merit special attention when developing plans to increase access and success. These include students who are members of demographic groups that have been historically underrepresented in higher education, including racial and ethnic minorities, those with disabilities, non-traditional students, and veterans, among others. Most institutional plans address some or all of these populations.

Maryland statute further requires that all public colleges and universities submit an annual progress report detailing the implementation of the plan to the Maryland Higher Education Commission (MHEC). These plans are included, unedited, in Volume II of this report. MHEC is responsible for ensuring that institutions remain compliant with the diversity goals of the State Plan.

Maryland Education Article §10-211 also requires that all state-aided independent institutions submit to the Maryland Independent Colleges and Universities Association (MICUA) an annual report detailing institutional programs designed to “promote and enhance” diversity within the institution. Based upon these reports, MICUA is required to submit a report to MHEC on best practices to promote diversity at Maryland independent colleges and universities. The MICUA report is also included, unedited, in Volume II of this report.

As noted above, this report consists of multiple volumes. Volume I contains a brief summary of programs focused on increasing diversity at Maryland colleges and universities, and the degree to which institutions are in compliance with the diversity goals contained in the State Plan for Higher Education. Volume II contains institutional progress reports, unedited, as submitted to MHEC. Volume III contains summary data regarding the diversity of Maryland’s institutions, including snapshot and trend data concerning students, faculty, and staff.

INSTITUTIONAL INITIATIVES

Maryland colleges and universities, both public and private, have adopted a wide array of initiatives designed to increase cultural diversity throughout the campus community, and to promote a culture that reflects the value institutions place on diversity. Many of these programs focus on increasing the numerical representation of traditionally underrepresented groups, through efforts that focus on student, faculty, and staff recruitment and retention, and providing additional supports to promote the success of these populations. There are also many programs that highlight the important role that diversity plays in today’s multicultural world and aim to address issues of diversity both on campus and within the broader community.

Student Recruitment, Retention, and Success

A key contributor to increased diversity on campus is building a diverse student body. Institutions utilize a wide array of strategies to recruit students from traditionally underrepresented populations. Many institutions, particularly community colleges, have built

“one-stop shop” programs, where college representatives visit local high schools, and students can take placement exams and register for classes on-site.

However, many colleges and universities face constraints imposed by local demographics. This is a particularly notable factor at many community colleges, which are driven by a mission to serve their local area. Drawing students from a pool that is not particularly diverse makes it more challenging to increase the number of students from underrepresented demographic groups. In an effort to reach as broad a population as possible, institutions maintain a significant community presence, to ensure that students are aware of the opportunity.

Additionally, concern about paying for college can pose a significant challenge to recruiting students, particularly first-generation and other underrepresented students who may be less aware of options related to financial aid. As one tool to combat this, institutions conduct a substantial number of financial aid outreach sessions in venues that reach a large number of potential students and families from underrepresented populations. A number of institutions also operate financial aid programs – generally grants and scholarships that will minimize the amount of debt students will incur – that target students from underrepresented groups. Taken in tandem, these programs attempt to address a sizeable barrier to enrolling and retaining students from underserved populations.

In addition to financial aid programming and assistance, Maryland colleges and universities have also adopted a variety of academic and social support programs targeting specific underserved populations identified by the institution (for example, Montgomery College’s Boys to Men program and the University of Maryland, College Park’s Student Success Initiative focus on supports for black male students, while the Trailblazers Program at Notre Dame of Maryland University targets first-generation Latina students. More complete information regarding these types of programs is available in the institutional narratives contained in Volume II of this report). Some of these also include financial assistance, such as dedicated grants or scholarships, as an element of their programs. These programs are designed to enhance the likelihood of student success by addressing factors that might be most likely to impact outcomes, such as the likelihood of persistence or completion.

Faculty and Staff Recruitment and Retention

Some institutions also face significant barriers in attracting and retaining diverse faculty and staff. A number of factors, both within and outside of the institution’s control, may affect the diversity of its faculty and staff. Maryland colleges and universities utilize a wide array of strategies to attempt to increase the diversity of their employee applicant pool, ensure equity in the hiring process, and provide additional supports to encourage the retention and success of minority faculty and staff members.

There continue to be substantial challenges arising from the need to increase the supply of individuals with the credentials necessary to serve in faculty and staff roles. One key strategy institutions use to address this is ensuring a diverse applicant pool through advertising in venues such as job search websites and publications focusing on diversity (e.g., Diversityjobs.com and *Diverse Issues in Higher Education*) or professional organizations that specifically target minority populations (such as the Society of Women Engineers or the National Association of Hispanic Nurses) that may reach a high number of individuals from groups that have been

underrepresented in higher education. Additionally, many colleges and universities are increasingly using tactics such as Skype interviews, which might help to alleviate some of the concerns regarding demographics of local areas.

Institutions are also focusing on increasing the supply of qualified minority candidates – for faculty positions, in particular – by implementing strategies designed to increase the diversity of the professoriate as a whole. These programs provide additional supports to promote minority representation and success in graduate school. Additionally, there are a number of partnerships between institutions that seek to increase the number of individuals from underrepresented populations qualified to serve as faculty or staff members.

Recognizing that attrition can be a particular concern for faculty and staff members from underrepresented groups, institutions have a number of initiatives specifically focused on retention of minority faculty and staff. Mentorship programs that provide additional support to encourage minority faculty and staff are common, particularly in STEM fields. These programs are designed to help acclimate new employees to the campus generally and encourage their success regarding specific issues such as the tenure process. Additionally, many institutions place a heavy emphasis on professional development opportunities to encourage retention. While professional development opportunities vary widely from campus to campus, many campuses offer targeted funding for faculty and staff to attend professional conferences and engage in curricular design projects for projects related to diversity.

Incorporating Diversity within the Classroom

All of Maryland’s public colleges and universities incorporate cultural diversity in their general education requirements. This takes different forms at different institutions; while some institutions require some form of freshman seminar courses that explore topics related to cultural diversity, others require that designated “diversity” courses be included as elective courses. What is consistent across campuses, however, is that there is growing awareness of the importance of incorporating diversity and multiculturalism into the academic curriculum. Professional practice programs incorporate coursework regarding working within diverse communities and with diverse populations within their field. Most institutions also offer a number of multidisciplinary academic programs covering subjects related to diversity, such as gender studies or area studies programs.

Many institutions have increasingly begun to emphasize the importance of including issues related to diversity throughout the curriculum. A number of institutions offer professional development programming focusing on helping faculty members identify best practices regarding how to infuse diversity into their curricula. Many institutions also offer programming related to how to engage with a multicultural student body in the classroom, such as sensitivity training and the use of inclusive language.

Increasing the Culture of Diversity within the Campus Community

Another key component of addressing the cultural diversity within a campus community is creating a community that places a high value on and celebrates diversity. To this end, institutions maintain a wide variety of programming designed to foster appreciation for diverse people and cultures. While this programming varies from campus to campus, institutions

typically offer an array of activities focused around a particular theme, such as a speaker or forum series, informational displays, or festivities designed to celebrate a particular aspect of a culture.

While many of the other initiatives described elsewhere in this report leave students as the consumers of the programs, at many campuses co-curricular programming is primarily student-driven. For example, student organizations are generally founded by and run by students in response to perceived needs among the campus community. It is these organizations which tend to organize and present activities such as days celebrating specific cultures or individuals of particular prominence within a community. These activities may serve a particularly important role in encouraging students to engage directly with issues of diversity within their own communities.

Barriers to Increasing Diversity

Maryland colleges and universities place a high value on increasing diversity on their campuses. However, there are some factors that may serve as barriers to achieving the goals institutions strive to reach. Many of Maryland's colleges and universities report that they are seeking to identify best practices that will support further diversification on the campuses.

Additionally, many of Maryland's institutions face barriers imposed by their geographical location. In an attempt to remedy some of these concerns, colleges and universities continue to seek to identify creative recruiting strategies for students, faculty, and staff. By focusing on attracting students and employees from outside their immediate geographic areas, institutions seek to increase the representation of groups that may have been traditionally underserved by higher education.

CONCLUSION

As noted throughout this report, Maryland's colleges and universities continue to develop and implement programs designed to increase cultural diversity on their campuses, both in terms of numerical representation of groups historically underrepresented in higher education and in creating a campus culture that values diversity. The institutional narratives contained in Volume II of this report detail many of the initiatives taking place across Maryland's campuses.

Cultural diversity and multiculturalism continue to be the topic of much attention and concern, both within higher education and throughout society more generally. Creating a diverse and educated citizenry is critical as Maryland seeks to accomplish the goals established in the State Plan for Postsecondary Education, and to maintain a strong and growing economy. Maryland's colleges and universities will continue to play a key role in ensuring this growth.



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Community Colleges

Allegany College of Maryland

PLAN FOR PROGRAM OF CULTURAL DIVERSITY

ANNUAL REPORT

ACADEMIC YEAR 2018-2019

Presented to Board of Trustees 06/17/19

Dr. Cynthia Bambara, President

Board of Trustees:

Kim Leonard, Chair

Jane Belt, Vice Chair

Linda W. Buckel

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James R. Pyles

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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.” Multiple tactics have been implemented and the work continues.

The College’s **Educational Master Plan (2015-2018, extended to 2019)** 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 Initiatives** from FY17, including diversity as a divisional “goal”: increase cultural competence of faculty, staff, and students. The Diversity Committee, a Special Standing Committee for the College 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.

DIVERSITY COMMITTEE FY19 Update

The Diversity Committee began meeting during summer 2018 to achieve its primary task for FY19: revise and administer the cultural competence survey. Last year’s survey did not produce much useful data, so the committee decided to overhaul it. Due to continuing scheduling and member workload challenges, the Committee met face-to-face in July, October, December, and February; other business was conducted via email. The Committee noted the following accomplishments:

- ✓ New members joined while others stepped down. The same small core of members contributed mightily to the group’s work, and the same two co-chairs were reappointed.
- ✓ Research/reading was shared liberally among Committee members.
- ✓ Implemented a dedicated email account
- ✓ Developed a calendar of cultural observances
- ✓ Discussed creating a dedicated webpage; deferred to FY20 for institutional upgrade of website
- ✓ Researched already available training options for faculty/staff; deferred to FY20
- ✓ Reached out to faculty to request existing course/faculty best practices; one received
- ✓ Administered the diversity survey to students, faculty, and staff
- ✓ Solicited information and offered to support a new academic success initiative for male students of color: Aspiring Young MENTors at ACM. Added that group’s leader to the Committee.

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. A complaint form and process for responding to complaints was developed in Summer 2018. (These documents were adapted from and align closely with corresponding Title IX documents.) The Dean also presents information about hate-bias to each student group with whom the Dean meets at the start of the academic year and in emails to students.

EVALUATION OF PROGRESS

Allegany College of Maryland has continued a comprehensive review of its assessment and planning throughout FY19; 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.

*Student Life completed its Comprehensive Unit Review in Spring 2018 and set goals for the next 4-5 years. Objectives specific to the goal, “Cultivate a dynamic environment for students to learn and grow that increases involvement on campus” had 2 measurable objectives:

- Increase the number of ACM employees and students who attend diversity-related programs.
- Increase program co-sponsorships with groups on campus that have and can share cultural knowledge.

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 4
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provides funding for college access through nonprofit organizations to enhance college and career awareness and college completion for low-income underserved Maryland high school students.

5. Afterschool Program – middle school students (6th, 7th, & 8th grades) enrolled in the Allegany County Public Schools Afterschool Program were invited to ACM for a career exploration program.
6. Naviance – a partnership was established with Hobsons to gain prospective student leads from areas in Maryland and Virginia with a more diverse population.

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 (a Title III program) 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.

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), (Fall 2018), 3.12% of full-time faculty were minority, 1.8% of full-time administrative/professional staff were minority. According to the most recent data available from Human Resources (FY19), ACM had the following staffing percentages:

FT Faculty/Staff (non-white)	2.12%
FT Faculty (non-white)	2.36%
FT Staff (non-white)	1.87%
FT Faculty/Staff (minority)	2.11%

FT Faculty (minority) 4.21%
 FT Staff (minority) 2.13%
 Total Staff/Faculty including PT (non-white) 2.56%
 Total Staff/Faculty including PT (minority) 3.74%
 *non-white does not include Hispanic
 *minority includes non-white and Hispanic

For FY 19 to date (7/1/18 – 4/9/19), Human Resources had the following hiring statistics 32% increase in the amount of minorities applying for positions, but the rate at which they have actually been hired has remained the same. Our veteran’s rate of applications decreased 50%, and our disabled’s rate of applications decreased by 12.5%. Our female rate of applications and hiring increased.

FY19 Females applied: 69% Females hired: 72% Minority applied: 19% Minority hired: 6% Veteran applied: 2% Veteran hired: 0% Disabled applied: 7% Disabled hired: 0%	FY18 Females applied: 62% Females hired: 59% Minority applied: 13% Minority hired: 6% Veteran applied: 4% Veteran hired: 0% Disabled applied: 8% Disabled hired: 2%
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For our applications since 7/1/18, we received 441 applications for our open positions.
 Total staff/faculty applications (non-white) 16.3%
 Total Staff/faculty applications (minority) 18.3%
 Out of the 18.3% minority applications 4% were hired (3 out of 75 applications); 1 applicant hired on faculty the other 2 being staff.

The President and Director of Institutional Effectiveness, Research, and Planning conducted the annual internal employee satisfaction survey in Fall 2018 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
The College demonstrates commitment to valuing diversity.	79.3	12.6	246
	83.1	10.6	225
	80	12.6	190
	80.3	14.7	188
	82.4	11.1	216
	78.9	13.9	208
ACM fosters cultural competency in its employees. (added 2015)	81.09	12.84	148
	68.2	20.5	173
	67.3	19.8	217

	66.4	20.7	208
	69.13	18.8	149

Employee Survey—Composite Results for 2012 (in black); 2013 (in red); 2014 (in blue); 2015 (in green); 2016 (in purple); 2017 (in navy), 2018 (in maroon)

Total number of employee responding—2012=259; 2013=236; 2014=201; 2015=213; 2016=235*; 2017 = 223, 2018 =158

*some indicated unable to respond

For both retention and teaching excellence, faculty has updated and implemented its peer mentor program which is now 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. 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

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. The training these individuals receive allows them to recognize common recruiting biases, avoid inappropriate topics, to read congruency between candidates’ words / expressions / body language, and 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 made progress on the Personal & Civic Responsibility recommendations from last year.

- Beginning March 2018, the Gen Ed Assessment committee began the process of collecting sample assignments aligned with the Personal and Civic Responsibility goal. Attempting to simplify the process, the committee identified a faculty member within each division/program who was teaching a course that listed P&CR as a learning outcome and requested a sample assignment. In review of the assignments, it was determined that a more systematic collection from all faculty was needed to capture the various ways that courses/coursework may emphasize each of the three components of the goal--personal awareness, cultural awareness, and engagement with issues. For instance, a course project may relate to cultural and personal awareness yet not engagement with issues.
- A Personal & Civic Responsibility Questionnaire and accompanying Sample Assignments sheet representing each of the three components were finalized and will be launched at the start of the fall 2019 semester. An assessment will take place at the end of the fall semester.
- The committee also began revisions of the assessment rubric, creating three distinct rubrics that align proficiency levels with those expected at the completion of an associate degree as outlined in the Degree Qualification Profile (Lumina Foundation). Revisions will be completed in August.
- 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:
- Service Learning & Civic Engagement Lunch and Learn held by the Democracy Commitment Committee May 14, 2018.
- On April 15, 2019 the ACM Carnegie Community Engagement Classification cohort submitted the First-Time Classification application to the Carnegie Foundation for the Advancement of Teaching.

ACM Student Field Trip to the Holocaust Museum and the African American History Museum

Aspiring Young MENtors

In the fall of 2018, a mini-grant was applied for at Allegany College with the intent to create an organization that is comprised of a group of African-American male mentors to help guide and support other young African-American men on campus. *The graduation rate within 4 years for African-American males attending ACM is around 10% as compared to all other populations at 34%.* A major goal of this mini-grant was to establish a support group that could impact student success and growth for this population of students. The first cohort had 10 young men who were active in this organization. The group and the advisors developed the formation, structure and goals of the organization detailed below. The advisors, students, and administrators seek a location on campus where the group can establish itself as an entity and provide a permanent identity for the organization. An induction ceremony was conducted in May, 2019 where the 10 young men were recognized as the trailblazers to set the path for future members. Mentoring is an increasingly popular way of providing guidance and support to people in need.

Mission: Foster student success through a collaborative network of men dedicated to leadership, mentorship, and a growth mindset at Allegany College of Maryland.

Vision: Lead young African-American men at Allegany College of Maryland in achieving their dream.

Save the World Fair and Competition

An ACM annual college-wide poster board competition focused on student research, solutions, and advocacy addressing issues that confront our community, nation, and world today. Posters include projects that have been developed individually, in groups, or as part of classroom learning experience that has been promoted by instructors.

Day of Civility in Allegany County.

A day-long event with multiple activities to promote the 15 principles of Choose Civility: Bridge to Civility, Kindness Rocks, “A House Divided: How Do We Get the Political System We Want” Dialogue - FSU ORT Library (ACM students participating), Key Note speaker Dan Buccino – a Choose Civility Founder - from John Hopkins University, and 8 community partners at the “Showcase of Civility” with activities and information (NAACP, Women’s Action Coalition, Allegany County Government, Maryland City Government, Allegany Radio, Archway Station, Rehab 1st, FSU).

8th Annual Women’s History Celebration

This year’s theme was “Women of Peace and Nonviolence” with a chance to view the “What Were You Wearing?” exhibition in the Hazen Gallery. This Exhibition features powerful stories and re-creations of the clothing survivors were wearing at the time of a sexual assault. The program, hosted by ACM and sponsored by the Allegany County Women’s Action Coalition and Maryland NOW with ACM and the local branch of the NAACP as community partners, featured:

- Awards presentations to local women of peace and nonviolence
- A film with ACM students interviewing local women leaders produced by Dr. McMahon’s Gender Roles class
- A 30 minute presentation by Meta Theater on women and history
- A reception and Gallery showing prior to the event

Continuing Education and Workforce Development

Halo for the Holidays

Harmony's African-American Legacy Organization, HALO, was founded by the first quartet of African-American singers to compete on the international contest stage of any of the major barbershop organizations. Having broken significant social ground in the barbershop community, under the artistic direction of the quartet members, HALO seeks to lead a transformative movement of Community Music Therapy in which barbershop singing (and listening) serves as a metaphorical model by which we as a diverse people in one nation can learn to heal century-old wounds. We can lead men and women in an initiative and mission to utilize the singing and active listening experience of barbershop music as a framework in which American people, groups, and communities can learn to engage in constructive dialogue concerning socio-political issues—especially those pertaining to race.

International Film Festival

Allegany College of Maryland Center for Continuing Education and Workforce Development in partnership with World Artist Experiences and the International Division of Maryland's Office of the Secretary of State hosted the eleventh annual "Bridges to the World" International Film Festival. These award-winning films were shown in five venues across Maryland: Annapolis, Cumberland, Salisbury, St. Mary's City, and Towson.

Lithuania	"Children from Hotel America"
Israel	"The Band's Visit"
Mongolia	"Bogd Khaan"
Mozambique	"The Train of Salt and Sugar"
Canada	"WAJD Songs of Separation"

International Cultural Immersion

Allegany College of Maryland Center for Continuing Education and Workforce Development in partnership with Rocky Gap Casino offered cultural immersion classes to students visiting from China.

- Language and Culture in the United States
- "Through the Lens" Digital Photography
- Leadership
- American National Government
- Cultural Exchange with the Culinaire Café
- Pottery
- Sociology

Poverty Simulation

The simulation will help participants understand and appreciate the realities of what it may be like to live in a typical low-income family trying to survive from week to week in our community.

DHR 541 Ethical & Diversity Considerations in use of DSM 5

Mental health professionals are increasingly required to diagnose children and adolescents who have experienced adverse life events (ALEs). ...The 2013 release of *DSM-5* resulted in significant changes in the child and adolescent disorders. The *DSM-IV* category of Infancy, childhood and adolescent (ICA) disorders was replaced by a category labelled "neurodevelopmental" disorders ...Dr. Munson participated in the clinical trials for the *DSM-5*, and he will present the details and intricacies of the *DSM-5* changes.

DHR 542 Ethical & Diversity Considerations in Child & Adolescent Intervention Related to ALEs

Mental health professionals who treat children and adolescents that have experienced adverse life events (ALEs) have little intervention guidance because credible research on this population is limited and most of the literature is based on descriptive accounts. There are no clearly defined ethical parameters and treatment procedures provided by professional organizations to assist professionals in this practice area. ... Content includes user friendly standardized scales to assess and treat children and adolescents who have experienced ALE's.

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

Even with changes to the questions (and elimination of others related to diversity), results from the Spring 2018 Administration of the Community College Survey of Student Engagement included valuable information related to student perspectives of institutional diversity.

- ◆ On a 1(never) to 4 (very often) Likert Scale, students scored the college at **2.24** on the question “Had serious conversations with students who differ from you” .16 above all small colleges, and .19 below all colleges.
- ◆ On a 1(very little) to 4 (very much) Likert Scale, students scored the college at **2.77** on the question “[The College emphasizes] encouraging contact among students from different economic, social, and racial or ethnic backgrounds”. This score is the highest score for ACM in the most recent 4 CCSSE, .12 above all small colleges, and .11 above all colleges.

CO-CURRICULAR PROGRAMMING FOR STUDENTS

STUDENT CLUBS/ACTIVITIES

Allegany College of Maryland, through its Student Government Association, recognized 32 Student Clubs in FY 19. In FY19 we removed 4 clubs from our rosters, which had become inactive and also recognized 4 new clubs (Cyber Security Club, Psychology Club, Science Club and TEAcH – Teacher Education Club). Active clubs that promote diversity include the Student Government Association, Advocates 4 Christ, Choir, Culture Club, NAACP Student Club, Nurse’s Christian Fellowship Club, Peace Studies Club, Phi Theta Kappa, Veteran Support Club, Volunteer Club, PRIDE (LGBTQ/Ally Club), and 21 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 FY19, 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.

- **Several Voter Registration Events** – Events to encourage students, faculty, staff and community members to register to vote and to exercise their right to vote.
- **Veterans Day Event** - Honor and Recognition Ceremony was held.
- **STI Awareness 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.
- **Women’s History Celebration** – Referenced previously.
- **The 7th annual Save the World Fair** – Referenced previously.
- 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). Three students were 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 eighth year, Allegany College of Maryland continues to sponsor a local **AA** group which uses classroom space at no charge.
- International Day of Peace was held by TDC in conjunction with FSU in Sept. 2018.

COMMUNITY PARTNERSHIPS/PROMOTIONS

Autism Walk

This year's Cumberland Tri-State Autism Walk was held at the Cumberland Campus Saturday, April 13 at the track. This event raises money to support various local autism efforts in our region, in coordination with the Jefferson School and Sheppard Pratt. There were free food, drinks, music and moon bounces for the kids. Donations were accepted.

METROPOLITAN A.M.E. CHURCH EVENTS

John W. Franklin *"Forced Migration: From Africa to the Americas. Do you know where you came from?"*
 Dr. Martin Luther King Jr. Day Celebration
 Celebrate African American Heritage; The Importance of Faith throughout Black History

CAMPUS COMPACT COMMUNITY COLLEGES FOR DEMOCRACY

As part of Campus Compact's Community College for Democracy, ACM prioritizes civic learning and democratic engagement for all students. This past year the following projects occurred on campus in support of diversity initiatives under this initiative.

"Brownsville Project" Transformative Justice Theater

This interactive theatre experience explores the story of Brownsville, MD, where race, class, gender and family pride meet, and its social impact on the lives of Brownsville descendants.

"Brownsville Project" An ACM Student Interaction Opportunity

This is a behind the scenes student interaction, where attendees will learn how "The Brownsville Project" developed and the deeper intersections of lived experiences that touch the lives of local families. ACM'S own [Prof. Lynn Bowman](#), a writer and researcher who has spearheaded this project, can provide background material for your classes in preparation for attending this event.

NAACP #7007" Freedom Fund Dinner

Attend the Local NAACP #7007 Dinner – Keynote speaker talking about Emmanuel Nine, and featuring our local NAACP leaders, supper, & dancing.

Campus Compact also sponsored numerous other events and programs related to voting/elections, civic engagement, and public service.

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.

Given the isolated location of the Center, discussions began this year to relocate the Center to a more central space on campus – particularly to a location that allows partnership with the new academic initiative: AYS at ACM. At the writing of this report, final discussions are still occurring with the likelihood of moving the Center during Summer 2019.

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). 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.

DONALD ALEXANDER LIBRARY

The staff have purposefully developed themed displays and grouped reading materials to promote cultural awareness where the students. Among their projects in 2018-2019:

- Street Lit collection (created Sept.2018). Urban fiction, also known as street lit or street fiction is a literary genre set in a city landscape; however, the genre is as much defined by the socio-economic realities and culture of its characters as the urban setting.
- LGBT Month (Oct. 2018)
- Martin Luther King Jr. Day (Jan. 2019) / Theme “Make the Dream Reality” The display had books, DVDs, database material (Films on Demand – view his most famous speeches) & ebooks about Martin Luther King and his leadership in the Civil Rights Movement. The display also included many of his most famous quotes. Also, a staff member reviewed a MLK Graphic Novel, “Let Freedom Ring” that was displayed.
- Black History Month (Feb. 2019) / Theme: “Know the Past, Shape the Future”

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 2018. 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.

Additionally and in compliance with Maryland law/regulations, a Hate-Bias education/awareness plan was adopted beginning FY19, and the College now submits an annual Hate-Bias Incident Report to Maryland Higher Education Commission.

2019 Plan for Program of Cultural Diversity

MARYLAND HIGHER EDUCATION COMMISSION
SEPTEMBER 2019

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%
Non-white	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	Fall 2018
a. Hispanic/Latino	0.70%	0.20%	1.40%	1.50%	1.50%	1.90%	1.40%	1.47%
b. Black/African American only	9.00%	10.40%	10.30%	10.60%	11.40%	10.90%	10.40%	9.63%
c. American Indian or Alaskan native only	0.00%	0.20%	0.20%	0.10%	0.00%	0.20%	0.30%	0.08%
d. Native Hawaiian or other Pacific Islander only	0.10%	0.10%	0.10%	0.10%	0.00%	0.00%	0.10%	0.12%
e. Asian only	0.40%	0.40%	0.40%	0.30%	0.00%	0.40%	0.70%	0.66%
f. White only	87.10%	84.30%	83.70%	83.00%	84.20%	82.40%	83.20%	83.33%
g. Multiple races	0.30%	1.00%	1.30%	1.50%	0.40%	2.10%	2.40%	3.09%
h. Foreign/Non-resident alien	0.90%	1.00%	1.10%	1.30%	1.10%	1.20%	1.10%	1.01%
i. Unknown/Unreported	1.50%	1.20%	1.70%	1.80%	1.40%	0.90%	0.40%	0.62%
% Minority	11.40%	13.30%	16.50%	15.30%	15.80%	17.60%	16.80%	16.68%
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. According to Institutional Research, 88.6% of Willowbrook Woods residents were non-white in FY19.

To recruit underrepresented minority students, recruiting staff attends multiple local and regional college and career fairs, with the goal of recruiting students, including underrepresented students. In addition, campus tours are scheduled from schools throughout the region as well as families, both in rural and urban locations, with the goal of providing the opportunities to recruit students from underrepresented backgrounds.

Allegany College of Maryland recruitment also staff attended programs and/or offered special events that support the recruitment of and services to underrepresented students.

1. Monthly visits to speak with an adult population mandated to report to Horizon Goodwill Industries, a regionally based non-profit rehabilitation agency.
2. Presentation and guided campus tours of the Cumberland campus to students enrolled in the Work Experience (WEX) program, a job readiness program that focuses on building skills and developing the potential of parents receiving State assistance.
3. Homeschool Experience – half day, on-campus program developed for students entering 9th through 12th grades in the tristate region (MD, WV, PA) who are currently homeschooled.
4. Next Generation Scholars – half day, on-campus program developed for students in 8th, 9th, and 10th grades attending Washington Middle or Fort Hill High School in Cumberland, Maryland. The Next Generation Scholarship is a state grant program established by Maryland House Bill 1403 that

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 Values¹

- Community and Relationships
- Opportunity
- Positivity
- Innovation and creativity
- Inclusion

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.²

¹ New this year. College wide engagement project, led by a value mining team.

² Achieving the Dream adoption of equity definition. Retrieved from <http://achievingthedream.org/focus-areas/equity>.

Section 1: Summary of the institution’s plan to improve cultural diversity. Include all majors’ goals, areas of emphasis, and strategy for implementation.

Engagement Matters: Pathways to Completion

In FY2019, Anne Arundel Community College (AACC) completed the third year of its strategic plan, *Engagement Matters: Pathways to Completion (2017-2020)*. Engagement Matters includes an intentional and focused approach on institutional assessment as the college strives to increase completion by transforming the culture of the institution to ensure equity and that the college remains student-ready and committed to academic excellence. The institutional focus on access, equity, high-quality learning opportunities, and completion aligns well with the *2017-2021 Maryland State Plan for Postsecondary Education: Increasing Student Success with Less Debt*. The three overall institutional goals in *Engagement Matters* are:

- 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.

In FY2019, AACC’s priorities for student success focused on continuing to implement recommendations from strategic planning teams related to fundamentally enhancing the student experience. This included the following objectives:

- Continued Focus on Teaching Excellence (including adjunct professional development; continuing to infuse equity into the curriculum/classroom in Model Courses and beyond which touched 13,000 students in fall 2018; improving online course outcomes; and a new, comprehensive approach to course and program assessment).
- Implemented a new credit course scheduling model that is more student-centric, to contribute to improved student satisfaction, retention and completion.
- Interfaith space for students. Learning Resources Management is diligently working to locate space and secure funding.

AACC was awarded Leader College status from *Achieving the Dream (ATD)*, a national organization of the largest network of community colleges working to improve practices in support of whole-college reform. Leader Colleges have shown measurable progress in areas critical to improving success for all community college students.

Faculty expertise and the classroom experience are paramount to understanding and successfully addressing equity gaps. As such, one of the targeted interventions AACC has undertaken over the past several years under Engagement Matters is the Model Course Initiative, which is proving to be fundamental toward implementing equitable access to high-impact practices in the classroom. The Model Course Initiative focuses on eradicating achievement gaps in highly-enrolled gatekeeper courses in disciplines such as biology, business, chemistry, mathematics, psychology, etc., so it reaches thousands of students each semester.

To ensure a healthy and committed workforce, the College assessed the Campus Climate environment as it relates to diversity, equity and inclusion. Results indicated that more focused employee engagement opportunities were warranted. Innovation spaces and open forums are planned to gather additional information on initiatives, activities and programs to bolster employee morale and ensure that AACC continues to be a great place to work. Each division has made equity a focus and mindset key to developing a positive, and inclusive culture of work. These opportunities will be indicated in the 2021-2025 strategic plan currently under development.

Section 2: Description of efforts to increase the numerical representation of traditionally underrepresented groups among 1) students, 2) administrative staff, and 3) faculty. Initiatives designed to recruit and retain traditionally underrepresented student, staff, and faculty.

Students Initiatives:

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 a flat FY 2019 budget. Enrollment continues to be driven by the county unemployment rate, and as the county unemployment rate continues to decrease, so have college enrollments.

FY2019 Goal: Develop and implement strategies that will establish directed, intentional and focused attention on enrollment through the Systemic Enrollment Management Matrix (SEM²) 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 AACC Systemic Enrollment Management Matrix (SEM²) provides best practices regarding enrollment management effectiveness for all students. The following are the highlights of initiatives, actions, and accomplishments for FY 2018-2019 (Arnold, Arundel Mills, and Glen Burnie Towne Center Campuses):

AACC Arnold Campus

- Initiated “touch points” (email, mailing, and calling) tactics to convert targeted nontraditional age students by term (Fall, Spring, Summer I, Summer II, Summer III, and Winter).
- AACC Applications (received as of October 26, 2018) by Field of Interest (Top 5)

Fields of Interest	Total Apps	Total Enrolled
Non-Degree Seeking	2268	1156
Health and Human Services	1584	342
Business	678	209
Technology	443	156
Law and Criminal Justice	365	123

- Developed an enrollment video concept, content outline, and initial script.
- Hosted Hispanic Business Leaders Breakfast to improve enrollment.
- Ensured course schedules would allow students to complete in 2-3 years. We

AACC Arundel Mills Campus

- Identified types of student activities desired, high volume days for student participation, and appropriate potential internal event locations.
- Identified appropriate bookstore hours that will meet the needs of all students.
- Initiated and provided SASP, Student Engagement, and Health Services
- Launched AMIL student surveys initiative.

AACC Glen Burnie Town Center Campus

- GBTC student’s, like many other students throughout the state, struggle to have enough funds or resources to address their schooling and personal needs. Unfortunately, for some student’s it a matter of choosing between books or food in order to navigate successfully through a college education. We recommended that GBTC offer the following: **Student “One-Time” Grants** (these grants could be aligned with services provided by the HelpLink initiative, but not limited to, such as *online access codes*).
- Launched GBTC student survey initiative.

Staff and Faculty Initiatives

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.

2018-2019 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 metropolitan data³. 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 is 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.

TOTAL WORKFORCE BY RACE/ETHNICITY (2013-2017)										
	2014		2015		2016		2017		2018	
	#	%	#	%	#	%	#	%	#	%
White	1,554	80	1,544	80	1,523	79	1,435	77	1399	78.3
Black/African American	240	12	254	13	264	14	259	14	270	15.1
Hispanic/Latino	48	2	46	2	42	2	46	2	51	2.9
Asian	58	3	65	3	67	3	66	4	62	3.5
American Indian	5	<1	5	<1	5	<1	<5	<1		
Native Hawaiian	<5	<1	<5	<1	<5	<1	<5	<1		
Multi-Race	16	1	0	0	0	0	0	0		
Unreported	19	1	24	1	33	2	41	2		
Non-Resident Alien	<5	<1	0	0	<5	<1	<6	<1		
Other	40	2	29	1	38	2	41	2	42	.2
Total	1,945	100	1,939	100	1,938	100	1,857	100	1824	100

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

³ <https://datausa.io/profile/geo/anne-arundel-county-md/>

The data⁴ also indicates, in the chart below, additional opportunities in recruitment and retention for people of color and women:

	2018	2017	Change
Total Employees	872	886	-14
Women	561	579	-18
Minorities	185	182	3

Related Activity:

The search and hire process at the college conducted a root cause analysis. Data in the application pools indicated that people of color were recruited, but not maintained throughout the search process and minimally hired at the conclusion of faculty searches. A pilot of new process and procedures began in July 2018 and continued through July 2019. The recruitment manual with updated procedures was completed in August 2019, enhancements include mandatory training of search committee members and chairs, and in faculty searches, the hiring official (Dean) was required to interview all finalists and conclude the search process with an offer to the most qualified candidate.

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

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, below is a partial list for AY2018:

Co-Curricular Programing for Students

The college has long worked to identify the best ways to accelerate the diverse student population through program sequences, including: offering proficiency credit, prior learning assessment, and supporting special populations such as Military/Veterans, minority, and first generation students. A multitude of co-curricular programming were offered to students throughout the year. Every program offered below, was open to students and many of their courses offered extra credit for student attendance.

⁴ Data provided from 2018-2019 Affirmative Action Plan. Numbers may be different from institutional data based on procribed date the data was provided for analysis. AAP data accurate October 1, 2018.

A partial listing of program offerings: The 30th Annual Dr. Martin Luther King, Jr Community Breakfast, , 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. 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, Dr. Martin Luther King, Jr Social Justice and 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.

Transitioning to college can be difficult, even more so for the international students, recent immigrants and students for whom English is not their primary language. Expanding AACC’s services to support this unique student population provides an opportunity for students, faculty, and staff to serve students in need, and offers a welcoming atmosphere. A new program was created, Culture and Language Student Support Program (CLASP), to address this unique population. CLASP Ambassadors are current students, faculty and staff with specific language skills (Spanish, Farsi, and German) who are made available to incoming students outside the College regular business hours to assist in connecting the student to appropriate services inside and outside the College for a smoother transition.

Faculty and Staff Cultural Training Programs

The Office of Inclusion, Diversity, Equity, Access and Leadership (IDEAL) hired an Inclusive Excellence Coordinator to deliver, program and create professional development opportunities for all employees and students at the College. 2018 programs included: Diversity 101; Fostering an Inclusive Classroom for Students with Disabilities; Understanding and Interrupting Unconscious Bias; and, Learning and Using Inclusive Language. Each course is registered with the Center for Faculty and Staff Development and credited in employees’ professional development plans.

The Dreamkeeper’s an African American literature book club meet once a semester, including summer, to read and discuss all genres of literature by African American authors and writers. Toni Morrison’s *Paradise*, Ta-Nehisi Coates *Between the World and Me*, Ann Petry’s *The Street*, were the selections. The group is comprised of a diverse mix of current and retired faculty and staff from the College. Discussions are robust and held during the evening hours on campus to ensure accessibility for all interested parties. The book club is open to everyone and bringing guests is encouraged.

Curricular Initiatives That Promote Cultural Diversity in the Classroom

Model Course Project Teams (MCPT) met for year three. The charge for Model Course Project team is to work within a specific course and with instructional designers to develop a template for the course that includes:

- Ensuring existing course outline is current;
- Ensuring course outcomes are listed on the course outline;
- Create a common syllabus;
- Create a menu of assignments that can be used to achieve specified outcomes;
- Create a menu of assignments that require students to engage with one another, from discussion boards to group work;
- Identify relevant ways to provide all students with access to required texts, especially the first six weeks of classes;
- Ensure course outlines, assignments, and curriculum in general addresses a variety of identities, to include race, class, gender, nationality, and/or religion as the discipline warrants; and,
- Create a canvas shell that can be adapted for online, face to face and hybrid use.

Culturally Responsive Teaching and learning workshops were offered to the over 50 MCPMT through the IDEAL Office in order to offer resource and support to meet the charge set forth by the Vice President of Learning, Dr. Michael Gavin. In conjunction with the five Dean's, Dr. Gavin carefully selected faculty to participate on the Model Course Project team with an understanding that the work would directly impact the College's efforts to eradicate achievement gaps. Gateway course, with high enrollment and low success, are selected to have specific attention paid to addressing access issues and barriers that prevent students from being successful. Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning (Ladson-Billings, 1994). Some of the characteristics of culturally responsive teaching are: Positive perspectives on parents and families. Communication of high expectations. Faculty participated in The Culturally Responsive Teaching and Training Program (CRT) delivered by Community College of Baltimore County subject matter experts. CRT enhances both educators' and students' awareness, adds to their knowledge of others, and strengthens their skills so that they can interact effectively with classmates, and colleagues. Below is a sampling of outcomes from fall 2017–fall 2018:

- Biology 101 - the equity gap in course success was narrowed by 4.8% for Black/African American and eliminated for Hispanic/Latino students.
- Business & Its Environment 111 - the equity gap in course success was eliminated.
- Computing & Information Technology 100 - the equity gap in course success was narrowed by 4.3% for Black/African American and eliminated for Hispanic/Latino students.

- Psychology 111 – the equity gap in course success was narrowed by 4% for Black/African American and narrowed by 1.1% for Hispanic/Latino students.

The Curriculum Transformation Project presented the Diversity Institute for the 10th year. This year’s Diversity Institute was inspired by Bettina Love’s book on social justice and education. *We Want to Do More than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom*. Using an intersectional lens to talk about race in conjunction with variables like class, gender and disability, Love argues that in order to create thriving classrooms we must move beyond gimmicky tactics that teach students to “survive” in oppressive structures, for by teaching students to “succeed” in a rigged system, we help perpetuate the very structures that produce the inequities that we want to challenge. “Our students are now taught with the world crumbling around them,” Love writes, “to pay their taxes, vote, volunteer, and have good character, which is code for comply, comply, comply. Dark children are told that their good character is dependent on how much they obey” (70). The Diversity Institute provided space for exploring the institutional structures that perpetuate inequities and discussion of some of the ways faculty can embolden students, as well as themselves, to challenge structures of oppression. Copies of Bettina Love’s were placed on reserve in the Truxal Library as well.

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 five reports of a biased incident in 2018. Using established campus protocol, the event was, investigated, and assessed for need of campus communication, education or student judicial contact. In two incidents, the perpetrator(s) was/were unknown and no further administrative action was warranted. The remaining two incidents were parking or traffic related. Public Safety endeavors to maintain a safe campus environment and with current construction on campus, some of our community are less than patient with be redirected and longer wait times to find parking. The incidents required no further administrative action, as witness statements supported public safety actions. 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.

Baltimore City Community College

Cultural Diversity Report

2018/2019



BCCC

Guided by the Diversity, Equity and Inclusion Committee

Cultural Diversity Plan 2018-2019

Preface

It is with great excitement that we share the Baltimore City Community College (BCCC) plan for cultural diversity for the next academic year. The newly formed Diversity, Equity and Inclusion Committee will be the guiding force behind policies, procedures and practices for the institution.

While BCCC's strength comes from the many cultures represented on our campus and sites, we still recognize that more can be done to increase areas that remain under-represented. Having a diverse community creates an environment that fosters innovation, collaboration, critical thinking, and creativity. Most importantly, a diverse community aligns with our mission and vision of educational access, and opportunity for a diverse population of students. We believe that together we can make a real difference.

BCCC has an opportunity to be a model for other institutions, not just in the letter of our policies and procedures but in the spirit of our actions, measured by our respect for one another and our differences. Our desire is to foster a safe and inclusive environment for all who choose BCCC.

Office of the President

About BCCC

At Baltimore City Community College (BCCC) we meet students where they are through personal attention with the support of dedicated faculty. In fiscal year 2019, we educated nearly 14,000 students from Baltimore City, the State of Maryland, and the world.

BCCC is a State-sponsored, comprehensive, degree-granting community college with five learning sites in Baltimore City. We offer 28 associate degree programs and 18 certifications in high-demand fields, affordable tuition and flexible classes scheduled to meet students' needs.

At BCCC students receive the quality education and specialized training critical to get good jobs, to transfer to four-year institutions and to upgrade or acquire new skills to stay competitive in today's changing marketplace.

The College's Workforce Development and Continuing Education Division served more than 8,000 students seeking new skills and personal growth. BCCC offers General Educational Development for students seeking high school diplomas, English as a Second Language instruction and Adult Basic Education to strengthen literary skills.

BCCC welcomes students who want to enrich their lives through education and the pursuit of new skills.

Mission

Baltimore City Community College provides quality, affordable, and accessible education meeting the professional and personal goals of a diverse population, changing lives, and building communities.

Vision

Baltimore City Community College is an innovator in providing quality career pathways and educational opportunities for a diverse population of learners to exceed the challenges of an ever-changing competitive workforce and environment.

Core Values

These core values represent the most important underlying principles and beliefs that are the basis for the vision, strategies, plans, policies, and actions of Baltimore City Community College.

Integrity – Unwavering adherence to a strict moral and ethical standard.

Respect – Showing genuine concern and regard for the dignity of others while practicing civility, accepting, appreciating, and supporting individual differences.

Diversity – Recognizing, accepting, appreciating, and supporting individual differences and lifestyles.

Teaching – Impacting knowledge skills, and values that are essential to the success of the individual and growth of the community.

Learning – Gaining knowledge, skills, and understanding that are useful to the individual and college community by promoting intellectual curiosity.

Excellence – Providing excellent teaching, student services, customer services, and community engagement.

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

Professionalism – Adhering to the highest standard of customer service.

Our Commitment to Diversity

Baltimore City Community College is committed to creating a diverse and inclusive environment in which our students, faculty, and staff learn and work. The College's priorities are evidenced by its Strategic Plan, Core Values, Vision and Mission Statements. Our goals are to recruit and retain more faculty and staff by developing better recruiting strategies and by creating a hospitable campus setting; to nurture an atmosphere of welcome, civility, and respect for differences; and to take advantage of the College's quality as a microcosm of the larger world to instill in everyone, but especially students, an understanding of humanity beyond the College. These priorities inform the Diversity and Inclusion Plan.

The BCCC Diversity, Equity, and Inclusion Committee (DEI Committee) has been charged with ensuring the institution meets these goals in alignment with the Maryland Code, Education § 11-406.

Key Definitions proposed by BCCC's DEI Committee:

Diversity - the fact of many different types of things or people being included in something; a range of different things or people.

Equity - the commitment, capabilities, and experiences of an institution to equitably serve low income students, students of color, and other at-risk student populations with respect to access, success, and campus climate.

Inclusion – the act of taking in or comprising as a part of a whole or group

Diversity, Equity, and Inclusion Goals

This Diversity, Equity, and Inclusion Plan contemplates transformational change at the College, and its overarching goals are as follows:

1. Cultivate and sustain a diverse and multicultural student body that is reflective of a global community by recruiting, retaining, and graduating ethnic minority students that are under-represented in higher education.
2. Weave the principles of diversity, equity and inclusion into all aspects of College life.
3. Identify impediments to creating a diverse and inclusive environment, propose solutions to overcome those impediments, and measure our progress at all levels of the College infrastructure.
4. Ensure a variety of channels are utilized to attract and retain a diverse, qualified, and competitive applicant pool of faculty and staff.
5. Provide a supportive and nurturing learning environment to prepare students to collaborate with diverse communities locally and globally in a culturally sensitive manner.

The five goals delineated above will be achieved by implementing cultural, environmental, and structural changes throughout the College. It is these broad categories that will be targeted over the next five years. It is important to note that this plan is for the entire College community. It should not be viewed as limited to any particular group. Many of the recommendations will benefit all and are not tailored to traditional “diversity” considerations. Transforming the College is a shared responsibility, and this plan reflects that belief. Lastly, accountability measures will be developed by the committee charged with overseeing the plan’s implementation.

Goals	Performance Indicators	Strategies
Diversify student body	Enrollment data	<ul style="list-style-type: none"> Targeted recruitment Retention efforts Internal and external collaborations
Weave diversity principles into College environment	Attitudes Assessment	<ul style="list-style-type: none"> Update and administer climate survey
Identifying impediments	Institutional Capacity Assessment Tool “Equity” responses.	<ul style="list-style-type: none"> DEI Committee to dive further in results based on various areas of the College and categories of staff.
Diversify faculty and staff	Number and variety of recruitment channels. Faculty and staff characteristics	<ul style="list-style-type: none"> Broad recruitment Retention efforts Professional development opportunities
Support cultural learning	Student Engagement	<ul style="list-style-type: none"> Enhance internal and external partnerships Develop a cultural awareness “toolbox” Host on-campus inclusive events Enhance co-curricular activities

The following is a list of FY 2019 College efforts to create positive interactions and cultural awareness among the BCCC Community:

July 2018	
The Truth Initiative	This is a grant-funded student-led campaign to inform students regarding the dangers of tobacco use in an effort to create a tobacco free policy at BCCC. Several events, hosted from April 2018 to December 2019, showcase how big tobacco companies specifically target African-Americans, the LGBTQ community, and people with mental illness. Not only is tobacco a health and environmental issue, it also is a social justice issue. Students conducted a survey of faculty, students, and staff regarding creating a smoke-free campus.
September 2018	
Celebration of Constitution Day	The celebration included a keynote message from the Director of Black Girls Vote, and a voter registration drive.
October 2018	
Celebration of National Hispanic Heritage Month	Events designed to educate and immerse the College in Hispanic history and culture included a book discussion with Dr. Carla Chavez Moreno on the life of Isabel Allende as well as the campaign “I Stand With Immigrants” celebrating immigrants in America.
Discussing Depression	This wellness workshop was designed to help students who may be struggling with their mood or are interested in ways to identify depression. Techniques were discussed to improve mood and elevate functioning.
Community Resource Fair	Over 25 community agencies tabled information to inform students of important resources including LGBTQ friendly services, Veterans Affairs, and resources for people with disabilities.
Thanksgiving Potluck	The Refugee Youth Project partnered with Soccer Without Borders to host a Thanksgiving dinner potluck for refugee families and their family mentors.
Parent Information Session	In this Parent Information Session at Patterson High School, two BCPSS graduates, one of whom is a BCCC Mayor’s Scholars Program student,

	talked about what helped them succeed in high school. Parents also learned about resources available to them at the Enoch Pratt Free Library System. Another session was held in December.
Kombilesa Mi: Race & Racism across the Americas	The Anthropology and Sociology Club traveled to Towson University for the Afro-Latino presentation by Afro-Columbians of Palenque. This event was co-sponsored by Towson University and the African Diaspora Alliance of Baltimore. Live Afro-Latino Hip Hop music was featured.
Washington DC Smithsonian Museums Program	The Anthropology and Sociology Club (ASC) and the History Club traveled to Washington, DC for their annual trip to the Smithsonian Museums. This trip is designed to help students of all disciplines learn about culture, history and society beyond the campus and classrooms and understanding our fossilized roots.
I Stand with Immigrants Program	Local agencies and offices that provide services to immigrants shared the current context of Immigration in the nation and in Baltimore City. A panel discussion concerning experiences of BCCC students who are immigrants was featured on the national day of Colleges & Universities across the country to help foster a more positive and accurate portrayal of immigrants in the context in US history.
November 2018	
Bomba Yo Interactive Workshop	Bomba Yo! facilitated an interactive workshop on community building through Afro-Latin music and dance traditions, namely those of Puerto Rico as part of the Bomba tradition.
International Student Transfer Fair	This event featured 20 four-year institutions with general transfer information, but also specific information for students on F-1 visa. BCCC was the first community college in Maryland to create this fair, which can serve American and international students alike.
Annual International Film Festival	This event featured films and discussions, focusing on the themes of being an outsider and crossing borders. Students chose the films we watched: "Ali", "Gandhi," and "Spanglish."
Keeping It Real Series	A BCCC Professor spoke on the topic of Black traitors in history. The lecture gave highlights on traitors in the Black community who conspired to tear down prominent African American leaders.
December 2018	
The Annual Kwanzaa Celebration	This Annual Kwanzaa Celebration was a festive night filled with storytelling, traditional dancing, drumming, fashion and food.
Food Drive	The Student Government Association and Office of Student Life and Engagement partnered with the Alpha Kappa Alpha Sorority, Inc. Rho Xi Chapter to sponsor a holiday food drive in support of BCCC's Panther Food Pantry.
January 2019	
Movie Screening and Discussion	The Refugee Youth Project Coordinator and a Refugee Youth Project student alumna were invited to participate in a panel discussion after a screening of the movie <i>This Is Home: a refugee story</i> by Alexandra Shiva. The alumna shared information about refugee resettlement in America, making friends, attending an American school, and what the audience could do to help.
Panel Discussion with Grantmakers	The Refugee Youth Project Coordinator participated on a panel discussion for The Association of Baltimore Area Grantmakers titled "Baltimore's Vulnerable Immigrants and Refugees." Participants heard a status update about current issues affecting immigrants and refugees locally, the impact of the Safe City Baltimore Fund, and other examples of programs impacting immigrant and refugee students in the region.
February 2019	
"The Road not Taken"	A BCCC Professor led a discussion on healthy living and weight loss. Primary focus was placed on women's health.

Black History Month Movie Nights	The Office of Student Life and Engagement and Student Government Association sponsored weekly movies during Black History Month.
“Closing the Black Divide: Easing the tension between US born and Immigrant Africans”	A BCCC Professor hosted a “Keeping it Real” lecture series presentation and discussion in celebration of Black History Month.
“Is it ADHD or am I a Kinesthetic Learner?”	This wellness workshop targeted students struggling with ADHD and/or are kinesthetic learners. Students were exposed to hands-on study skills to implement in their study routine. Disability Support Services Center information was given to interested students. Sponsored by Student Support and Wellness Services.
Connecting the Dots From Harlem Renaissance to Hip Hop	BCCC’s Associate Dean of English, Speech, Humanities, and Visual and Performing Arts presented on the connection of Hip Hop to the Harlem Renaissance through examination of poetry and song lyrics. The event was hosted at Coppin State University in recognition of Black History Month.
Special exhibit on the Negro Baseball League	The BCCC Alumni Association, Office of Student Life and Engagement and Student Government Association presented a special exhibit on the Negro Baseball League. Students were able to learn the history of the league through, photos, and videos.
Multicultural Children’s Glass Book Case	The Anthropology and Sociology Club organized this passive program for students and visitors featuring children’s books representing the diversity of ethnic groups (Latino, Africa, Jewish, Middle East and the Caribbean) on our campus, while additionally providing educational materials for consideration when selecting gift items for youth and children.
The LatinX UNI 2 Dance Lessons	The LatinX Uni 2 held a dance party to celebrate Valentine’s Day, but also to encourage students to learn how to dance to Latino music. Students, faculty and staff had an opportunity to learn how to dance salsa and bachata.
Immigrants with Love Campaign	The LatinX UNI2 participated with millions of others across the USA in a day of action in support to all immigrants. Forty students wrote out postcards to encourage and support immigrants.
March 2019	
Celebrating, Respecting, and Valuing the Creativity of Women	Professor Jà Hon Vance facilitated the 9 th Annual Women’s History Month Celebration to highlight women’s contributions on campus.
Book Discussion: <i>Becoming</i>	A morning breakfast and book discussion on Former First Lady Michelle Obama’s book <i>Becoming</i> . The event was hosted by the Mayor’s Scholars Program and in recognition of Women’s History Month.
The Marketplace Experience II	In celebration of Women’s History Month, the event encompassed a panel discussion entitled “Shattering the Myth of Superwoman” focusing on women’s issues, a vendor fair, and network opportunities for the college community.
The Trilogy of Trauma	In collaboration with Student Support and Wellness Services and the Black Mental Health Alliance, this series focuses on trauma and mental health. This series was scheduled for March, April, and June and included women only and male only events.
Panel Discussion for School Psychologists	This professional development session covered best practices for working with immigrant families and included representatives from the Esperanza Center and Baltimore City Public Schools’ Newcomer Project.
Lunch and Speak	Lutheran and Immigrant Refugee Service along with other local providers shared how Lutheran leaders can engage their congregations and communities in accompanying and recognizing the gifts of newcomers in their neighborhoods.

Women’s History Month Movie Nights	The Office of Student Life and Engagement, BCCC Alumni Association and the Student Government Association sponsored a movie night for Women’s History Month. The movie shown was “Winnie Mandela.”
Chat and Chips for Women’s History Month	Guests were able to listen to women speakers from the PBS Series “To the Contrary: the Women Thought Leaders Series” with journalist Bonnie Erbe, Karine Jean-Pierre, National Spokesperson for MoveOn.Org and former staff member of President Obama’s Administration.
Educators and Immigrant Youth Summit	Members of the LatinX UNI2 Club and BCCC staff attended the Youth Summit at Montgomery Community College to learn and discuss the factors that are affecting immigrant students pursuing higher education.
April 2019	
Author Series: <i>Autism and the Difference it Makes</i>	Author, Dr. Richard Bucher, and wife Pat discussed their family’s journey and coming to grips with autism.
“Preparate Para Tu Futuro”	The College participated in a college and career readiness information session hosted by Benjamin Franklin High School, specifically designed for English as a Second Language community.
International Family Night	This event brought together immigrant and newcomer families from across the city to celebrate and honor the rich diversity of the school district. Activities included interactive learning stations, cultural and student performances, international culinary delights and a community resource fair. More than 400 families attended.
May 2019	
Home is Home	The College held the third symposium on the African and African Diaspora experience, “Home is Home,” featuring speakers, workshops, and networking opportunities to increase understanding of and strengthen the connections between African communities and the African Diaspora. Although these populations comprise the majority of the staff and student population of the College, approximately 15.5% of the student population self-identify as “international,” leading to the need for this opportunity to build better opportunities for success and understanding of staff and faculty of African descent.
June 2019	
World Refugee Day	The Refugee Youth Project will partner with the Creative Alliance in celebration of Baltimore’s World Refugee Day. The Refugee Youth Project will bring refugee students and families to the event, display student artwork, and recommend student performers. BCCC’s English Language Services programs for English Language Learners will conduct outreach at this event to advertise free classes.
Additional Initiatives	
Inclusive Language	The intake paperwork throughout the Testing Center and Student Support and Wellness Services to use inclusive language regarding gender. Safe-space trainings took place with our office employees this year and we identify our offices as a Safe Space. Students surveys developed by the Office of Institutional Research use inclusive language related to gender
Bi-Lingual Wellness Counselor Hiring	In Student Support and Wellness Services a second counselor was hired. Being bi-lingual she has conducted therapy in Spanish with students, presented some wellness workshops in Spanish for the Latin X club and ESL students, and is currently updating some of our paperwork and flyers to read in Spanish.
Social Media Campaigns	BCCC has enhanced their social media presence highlighting diversity, equity, and inclusion by promoting and educating the college community of significant events and achievements.

Achieving the Dream

Since 2017, Baltimore City Community College (BCCC) has been a proud member of the Achieving the Dream Network (ATD), a non-governmental reform movement dedicated to helping community college students realize greater economic opportunity and achieve their dreams. Through ATD, BCCC is part of an elite network of more than 200 colleges working to preserve access and assure that their students, especially low-income students and students of color, achieve their goals for academic success, personal growth, and economic opportunity. ATD emphasizes building a culture of evidence, in which colleges use data to identify effective practices, improve student success rates, and close achievement gaps. BCCC is one of six Maryland community colleges in the network. BCCC receives three visits per year from ATD’s assigned Leadership and Data Coaches which engage faculty and staff from across the College. BCCC’s ATD Council, with members representing all major College units, meets monthly and is led by the Vice President for Academic Affairs/Accreditation Liaison Officer and Director of Institutional Research.

Much of ATD’s work is built around the belief that community colleges demonstrating strength in seven key dimensions, including “Equity,” will have greater success in implementing action plans for student success. Therefore, ATD developed the Institutional Capacity & Assessment Tool (ICAT) for ATD network colleges. The ICAT is an online self-assessment survey designed to help colleges assess their strengths and areas for improvement in the seven key dimensions encompassed in the Institutional Capacity Framework shown below. ATD defines equity as “the commitment, capabilities, and experiences of an institution to equitably serve low income students, students of color, and other at-risk student populations with respect to access, success, and campus climate.”

BCCC’s OIR plans to continue to administer the ICAT annually in the fall.

As discussed in other sections of this report, the College has formed the Cultural Diversity, Equity, and Inclusion Committee to develop a definition of equity, serve as a formal entity to coordinate equity efforts, and facilitate conversations with the College community. The BCCC 2018 – 2022 Strategic Plan’s Goal 1, Student Success, is to “provide equitable access to a learning environment that supports a diverse population of learners and promotes student goal attainment.

With the new Strategic Plan, the College’s Human Resources Office has renewed its emphasis for professional development offerings related to diversity, inclusion, and equity which are provided below. Such workshops include those noted in Chart 1. Through SkillPort, BCCC’s online training tool, the following diversity-related modules are offered: Bridging the Diversity Gap; Your Role in Workplace Diversity; Facing the Management Challenges of Difficult Behavior & Diverse Teams; Workplace Management – Global HR, Diversity, & Inclusion; Diversity on the Job: Diversity & You; Diversity on the Job: The Importance of Diversity & the Changing Workplace; Understanding Unconscious Bias; Overcoming Your Own Unconscious Bias; Overcoming Unconscious Bias in the Workplace; Maintaining a Cohesive Multigenerational Workforce; Using Communication Strategies to Bridge Cultural Divides; and Culture & Its Effect on Communication.

Chart 1: BCCC Professional Development Offerings: Diversity, Equity, and Inclusion

Safe Spaces	This workshop will ensure that folks are sensitive to all the nuances in our culture today as it relates to the Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex and Asexual (LGBTQIA) community. The workshop will review best practices in interfacing with the community, and attendees will learn to better identify and avoid intentional or unintentional speech or actions that may cause offense.
Stereotypes & Microaggressions	This workshop will raise awareness to unintentional or unconscious stereotyping that we may be doing when interfacing with our peers. The concept of microaggressions, subtle acts or comments that stereotype others, will be introduced and discussed. Strategies to avoid microaggressions will also be reviewed.
Diversity & Inclusion	This workshop will stress the importance of being inclusive with people of other backgrounds in our personal and professional lives, as well as the benefits of living and working in a diverse community. The concept of bias will be

	discussed, as well as what we can do to avoid bias and be more inclusive with all of our peers to foster innovative thought and a greater sense of community.
Immigration 101	This workshop will give attendees a better understanding of everything immigrants go through and endure in making the move to the United States. Myths are dispelled and facts shared to paint an accurate picture of the trials and tribulations faced by immigrants in this day and age.
Generational Issues	This workshop examines the different generations that make up our community and work force. Attendees will learn about the different generations, their unique needs and wants, and how to best interface with them. Dynamics among the different generations in our society will be reviewed and discussed.
Diversity on Campus	This workshop is comparable to the Diversity & Inclusion session, but it focus more on campus life. Attendees will gain a greater understanding and awareness to the melting pot that is our campus. Diversity as a strength as it pertains to higher education institutions will be an underlying theme.
Conflict Resolution	This workshop will focus on best practices to resolve conflict and differences in a civil fashion. Conflict can be a side effect in an environment that has a great deal of diversity, and this workshop will equip attendees with the skills needed to ensure that we maintain civility, respect, and dignity in resolving conflict with our peers.

In terms of recruiting faculty and staff, the Human Resources Office utilized the following websites to attract a diverse applicant pool: Marylanddiversity.com, Diversityjobs.com, Higher Education Recruitment Consortium (HERC), Chroniclevitae.com, Higheredjobs.com, Insidehigher.com, Academiccareers.com, The Maryland Workforce Exchange, and Indeed.com

The gender and ethnic distributions of BCCC’s full-time faculty and staff for fall 2018 are provided in Charts 2 and 3.

Chart 2: BCCC Fall 2018 Full-Time Faculty and Staff Gender and Ethnic Background Counts

Baltimore City Community College								
Fall 2018 Full-Time Faculty and Staff: Gender and Ethnic Background / Race								
	Total	Hispanic	White	African American	Asian	American Indian / Native Alaskan	Native Hawaiian / Pacific Islander	Other / Unknown
Faculty								
Men	45	0	11	27	6	0	1	0
Women	59	0	13	44	2	0	0	0
<i>Total</i>	104	0	24	71	8	0	1	0
Administrators								
Men	25	0	5	18	2	0	0	0
Women	34	1	9	22	1	1	0	0
<i>Total</i>	59	1	14	40	3	1	0	0
Other Professional Staff								
Men	43	1	16	24	1	1	0	0
Women	81	2	15	60	4	0	0	0
<i>Total</i>	124	3	31	84	5	1	0	0
Support Staff								
Men	36	0	6	29	1	0	0	0
Women	67	0	3	62	1	1	0	0
<i>Total</i>	103	0	9	91	2	1	0	0
All Full-Time Employees	390	4	78	286	18	3	1	0
Source: Fall 2018 BCCC Employee Data System file prepared for MHEC by the Offices of Institutional Research, Human Resources, and Information Technology Services. BCCC Office of Institutional Research - March 2019								

BCCC College Community

BCCC’s Advancement & Strategic Partnership Division contracted with an external market research firm to conduct “audience” research related to brand awareness, constituents’ expectations of BCCC, and insights as to how to communicate more effectively with key audiences. Audiences included students (316), faculty/staff (376), alumni and friends of BCCC (205), and community members (546). Focus groups were conducted in fall 2018 with high school students, family members, and workforce candidates. Key findings related to diversity include the following.

- 76% of BCCC students and 57% of community prospects indicated that “a place that welcomes all backgrounds, encouraging diversity and different points of view” is “very important” to them.
- 78% of BCCC students and 64% of community prospects gave ratings of 4 or 5 on a five-point scale in terms of BCCC being “a place that welcomes all backgrounds, encouraging diversity and different points of view.”
- 63% of students and 55% of community prospects gave ratings of 4 or 5 in terms of BCCC being “a friendly, supportive community where you feel like you fit in.”

Students

In addition to tracking enrollment trends based on ethnic background as provided in Chart 3, the Office of Institutional Research (OIR) develops and shares grades and retention data based on various student characteristics including ethnic background, gender, age, Pell status, developmental need, full- or part-time enrollment status, and distance education status. Many such measures are included in the annual Performance Accountability Report OIR prepares and submits to MHEC every year.

Chart 3: BCCC Fall 2013 – Fall 2018 Credit Student Enrollment by Ethnic Background

Baltimore City Community College: Fall Credit Enrollment Distribution by Ethnic Background / Race	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	#	%	#	%	#	%	#	%	#	%	#	%
a. Hispanic or Hispanic Multi-race (Excluding White)	112	2.1%	143	2.7%	124	2.6%	116	2.6%	103	2.5%	158	3.5%
b. Hispanic-and-White or Hispanic-and-White with Other Races	27	0.5%	30	0.6%	31	0.7%	26	0.6%	28	0.7%	32	0.7%
c. White or White Multi-Race (Excluding Hispanic)	512	9.5%	458	8.7%	427	9.0%	425	9.6%	347	8.3%	366	8.1%
d. African American Only	4,334	80.7%	4,297	81.6%	3,779	80.0%	3,455	78.4%	3,314	79.1%	3,628	80.2%
e. Asian Only	222	4.1%	180	3.4%	210	4.4%	242	5.5%	244	5.8%	180	4.0%
f. American Indian Only	11	0.2%	0	0.0%	9	0.2%	5	0.1%	7	0.2%	9	0.2%
g. Native Hawaiian/Pacific Islander Only	14	0.3%	2	0.0%	6	0.1%	5	0.1%	4	0.1%	2	0.0%
h. Multi-race (Other than with Hispanic or White)	21	0.4%	33	0.6%	37	0.8%	31	0.7%	35	0.8%	33	0.7%
i. Other/Unknown	118	2.2%	126	2.4%	103	2.2%	104	2.4%	106	2.5%	115	2.5%
<i>Total</i>	5,371	100.0%	5,269	100.0%	4,726	100.0%	4,409	100.0%	4,188	100.0%	4,523	100.0%

Source: BCCC fall Enrollment Information System (EIS) files prepared for the Maryland Higher Education Commission annually in November, in accordance with State guidelines. Students are categorized by Hispanic/Hispanic-multi-race first, White/White-multi-race second, other multi-race third, and all other races.
BCCC Office of Institutional Research - January 2019

OIR administers the Community College Survey of Student Engagement (CCSSE) to on-campus credit students, in class, every two years in the spring semester, most recently in spring 2018 (410 respondents).

Characteristics of the respondents include the following.

- 26.2% indicated that English is not their native (first) language.
- 88.8% indicated that they would recommend BCCC to a friend or family member.
- 15.5% indicated that they are an international student or non-resident alien.
- 66.9% indicated that they are “Black or African American,” 2.8% indicated they are “Hispanic or Latino,” 6.8% indicated they are “Asian,” 7.8% indicated they are “White,” 5.6% indicated two or more races; and 10.2% indicated other or unknown.

Results related to diversity, equity, and inclusion include the following.

- 77.3% of respondents indicated that BCCC emphasized “encouraging contact among students from different economic, social, and racial or ethnic backgrounds” quite a bit or very much.
- 87.9% indicated that they strongly agree or agree that “I feel welcome and respected at BCCC.”

- 77.5% indicated that they strongly agree or agree that “I have good relationships with others at BCCC.”

Future Initiatives

- By **October 2019**, administer the Intercultural Development Inventory (IDI) to all committee members –
 - as a tool to understand best our starting point individually and on a continuum of cultural competence
- The Maryland Equity & Inclusion Leadership Program (MEILP) is now accepting applications for the 2020 class. Members of the DEI committee will be strongly encouraged to participate in this excellent training opportunity. Applications must be submitted by **September 27, 2019**
- Make a commitment to send our committee members, particularly faculty, and the Curriculum Development Committee (also CDC) to the annual AACC Diversity Institute, which addresses multicultural curriculum development. This year it will be held on **May 2020**.
- The committee will **immediately** develop a joint subcommittee between both BCCC and CDC to work together to explore best practices in multicultural curriculum development, similar to efforts at UMCP and AACC (Curriculum Transformation Project). Include a questionnaire similar to the AACC CTP, which encourages faculty to re/design their curricula with inclusion, diversity, and equity in mind.
- Consider options, including grant opportunities, to perform a comprehensive climate survey.
- By **April 2020**, have a member of Human Resources trained on and certified in administering the IDI assessment.
- By **August 2019**, develop regular trainings by HR on:
 - Reduced bias interviewing techniques for hiring committees
 - Nonverbal and verbal cross-cultural communication
- By **October 2019**, HR will examine the progress of candidates from under-represented groups through the hiring process.
- Beginning in **July 2019**, prioritize adequate staffing for areas that serve under-represented and special populations

Diversity Grants of Interest by the DEI Committee

2019–2020 Diversity and Inclusiveness Funding

The American Philosophical Association, in keeping with its mission and goals and the association’s longstanding commitment to addressing philosophy’s serious lack of demographic diversity, will make available up to \$20,000 in fiscal year 2020 to fund projects aiming to increase the presence and participation of women, racial and ethnic minorities, LGBTQ+ people, people with disabilities, people of low socioeconomic status, and other underrepresented groups at all levels of philosophy. The APA board of officers strongly prefers proposals that convincingly demonstrate their potential to decisively impact diversity and inclusion within philosophy. All APA members are invited to submit proposals.

The APA strongly prefers proposals totaling approximately \$10,000 or \$20,000, as the board of the association anticipates funding either one \$20,000 project or two \$10,000 projects. The board encourages applicants who submit proposals for \$20,000 projects to include an alternate project description and budget at the

\$10,000 level. Although the APA normally funds projects for only one year at a time, it welcomes applications for renewal funding in subsequent years.

The board of officers will review proposals and make funding decisions in **November 2019**. Projects should commence no earlier than **January 1, 2020**. The APA will disburse grant funds by June 30, 2020.

Disability Inclusion Initiative

The Disability Inclusion Initiative was established in 2000 to support individuals with disabilities as they strive to achieve independence, community integration and a better quality of life. The Foundation believes that persons with disabilities have the right to be included in the broader community and the right to opportunities that promote their participation in it.

The Foundation's strategy for supporting individuals with disabilities involved four approaches:

- Improving the distribution of assistive technology devices and/or the availability of related training and support services
- Increasing opportunities for participation in sports, recreation and the arts
- Improving services to under-served populations such as the elderly, youth in transition, and social and linguistic minorities.
- Employing a systemic approach to overcoming barriers to inclusion

Since the inception of the Initiative, 160 grants totaling about \$3.9 million have been made, benefitting 62 organizations.

Hate-based Crime Prevention at BCCC

Protected Classes

In accordance with The Federal Bureau of Investigation (FBI), a hate crime is a criminal offense against a person or property motivated in whole or in part by an offender's bias against a race, religion, disability, ethnic origin or sexual orientation. (In addition to those mentioned above, other categories or identities may be protected depending on where the crime took place; local and state laws may vary and a federal offense may have been committed).

Baltimore City Community College (BCCC) is committed to creating and maintaining a welcoming and inclusive campus community. Every individual is valued and should feel welcomed and included as a member of this community. The Panther CARE Team serves to make sure ALL people at BCCC feel safe to be themselves.

BCCC also strives to provide an educational, working and living environment that welcomes and respects all people. All of us are expected to commit to maintaining a safe, respectful, inclusive, civil and welcoming environment. Acts that go against the core values of the institution destroy the sense of community we all share. Additionally, acts of intolerance do untold and unjust harm to the well-being, dignity and safety of those who are the victims of such acts.

How to Report a Bias Incident

The Panther CARE Team receives and responds to reports of bias incidents that have been experienced or witnessed. Reports will be reviewed in a timely manner. All emergencies should be directed to Public Safety or call 911.

When reporting an incident, the individual has the option of reporting it as "information only" or "request for follow up." Information only reports are intended to give the Panther CARE Team information on the individuals experience at BCCC. These reports help the Panther CARE Team keep a pulse on the campus climate. Things to report as information only would include hearing insensitive remarks or language not directed at an individual, noticing certain trends of bias that have not targeted a specific individual, etc.

Reports can be filed anonymously. However, if the report is filed anonymously it may limit the response the Panther CARE Team can have. Every effort will be made to keep your report confidential. However, the members of Panther CARE, as administrative agents in an educational institution, adhere to the laws and standards governing the disclosure of information to third parties both within and external to the College.

Carroll Community College
Cultural Diversity Annual Report
Submitted to the Maryland Higher Education Commission
September 1, 2019

Building on the strong foundation established in previous years, diversity, equity, and inclusion remain important priorities for the institution. This report outlines the ways that diversity and inclusion efforts have been systematically and purposefully woven into the student experience, faculty and staff training, programming, and institutional planning and assessment over the past year.

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

Goals

Carroll Community College maintains a 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." To that end, efforts supporting diversity, equity and inclusion are embedded in College goals and in planning and activities at all levels and across departments and divisions.

The Diversity, Inclusion and Equity Action Plan, adopted in 2018, guides the College's related work. Tasks listed in the Action Plan support priorities outlined in the College's Compass 2020 Strategic Plan, specifically those related to Student Achievement, Enrollment Development and Advancing (Employee) Excellence. The Action Plan is reviewed and updated annually by the Diversity and Inclusion Committee.

Diversity and inclusion are components of the College's General Education goals and requirements, with numerous courses incorporating skills and activities to help students "identify their roles as global citizens in a multicultural country and world." Further, a select number of these courses carry a diversity designation, indicating that a significant portion of the class covers one or more of the following themes or topics:

- Differences across nations and world cultures, especially those outside the Western 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;
- Intellectual movements that address diversity and systems of injustice.

Revised General Education graduation requirements, approved by the General Education Committee for implementation in FY2020 increased the number of designated diversity courses Associate of Arts students must complete at Carroll from one to two.

Moving forward, "prepar(ing) students for diverse work environments and a dynamic, connected global community" is one of the President's five strategic priorities, outlined in Compass 2025 and approved in March 2019 by the Board of Trustees. This priority will guide resource allocation and decision making for the next five years.

Activities supporting students and employees, as well as ongoing assessment of the effectiveness of those activities, will continue to be a priority across the institution.

Areas of emphasis

The one-year Carroll Promise Scholarship was instituted as a bridge until the launch of the Maryland Promise Scholarship in Fall 2019. This financial support served 96 students during the year.

To better support under-prepared and under-resourced students, Carroll restructured its transitional English Composition and Mathematics sequences utilizing evidence-based practices.

Professional development for select faculty and staff was a significant focus this year. As a core group of employees develop their skills and proficiency, programming will expand.

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 and the Chief Communications Officer, who serve as direct liaisons to the Executive Team.

The charge of the Diversity and Inclusion Committee is to:

- 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.

Committee membership has evolved 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.

Since June 2017, a .2 FTE faculty Coordinator of Diversity Initiatives has helped to guide the implementation of the College's plan for cultural diversity among faculty. This coordinator also serves as co-chair of the Diversity and Inclusion Committee in collaboration with the Director of Student Life.

During FY2019, the Diversity and Inclusion Committee structure was revamped to include a Steering Team comprised of members from key areas including Student Affairs, Human Resources, Administration, and faculty. This smaller group is more nimble than the full committee and their specialized expertise has been key in guiding and advancing specific requests and needs.

The Diversity and Inclusion Committee continues to leverage available resources, including summer stipends for faculty research and project development; Student Life mini-grants to support curricular programming; and professional development and committee funds to support attendance at conferences. In recent years, two faculty have undertaken diversity-related promotion projects. Tapping into resources and structures beyond those specifically earmarked for diversity activities helps subsidize efforts, while also integrating this work in a variety of ways across the institution.

Evaluation

The College monitors the 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 Student Satisfaction survey was revised with input from an ad hoc group from the Diversity and Inclusion Committee in 2019 to better capture student responses related to diversity and inclusion questions, along with demographic information for respondents. Analysis of this data is underway and results will be shared with campus leadership and the Diversity and Inclusion Committee during the coming months.

The in-house Employee Satisfaction survey was not administered this year; rather, Modern Think's "Great Colleges to Work For" was used. This nationally-normed survey will provide information on how the College compares to other institutions with regard to general workplace climate.

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. A schedule for data presentations to the Diversity and Inclusion Committee has been established and will be fully implemented during FY2020.

Achievements

Increased access and acceleration have been hallmarks of recent efforts. Financial support, curricular and policy changes that support and enable student progress, as well as a comprehensive student support system have all been implemented. Ongoing professional development for committee members and other key faculty and staff has served to advance understanding of best practices and other related issues.

Areas for improvement/Ongoing opportunities

Student participation in the committee's work has been sporadic and uneven; further efforts will be made in the coming year to include regular student input.

Research into best practices has been applied somewhat inconsistently when planning and evaluating curricular and co-curricular activities; in the coming year, this will be systematized to ensure uniformity and to allow for better tracking of learning outcomes.

Professional development will be expanded to include all full-time employees, as well as the Board of Trustees.

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 2019 Performance Accountability Report (line 10c), in July 2017, 9.6% of the population in the service area was comprised of people of color. During Fall 2018, students of color made up 14.4% of credit enrollment (line 10a). During that same period, 15.2% of non-credit enrollment was comprised of students of color (line 10b).

The Carroll Promise Scholarship was a one-year scholarship put in place until the launch of the Maryland Promise Scholarship. This last-dollar scholarship, funded by the Carroll Community College Foundation, supported 96 students during Fall 2018; 75 continued their full-time studies during Spring 2019. Of the participating students, 12.5% were Pell-grant eligible.

In Fall 2018, Carroll adopted the co-requisite Accelerated Learning Program (ALP) model for transitional coursework in English composition. Students who would have previously placed into Carroll's transitional Integrated Reading and Writing 2 course now have the option to concurrently enroll in ENGL-101 (College Writing I) along with a supporting ENG-ALP section. The ALP section allows faculty to provide individualized curricular and non-cognitive support to a small cohort of learners.

The College also restructured its sequencing of mathematics courses to provide students with appropriate accelerated pathways for transitional and credit-bearing mathematics coursework. These pathways integrate math skills relevant to specific programs of study and scaffold transitional and credit-level courses appropriate to the discipline. A new transitional course, MAT-095, was rolled out in Fall 2018 as the pre-requisite to General Education mathematics courses taken by students in Arts and Humanities, Education, and Social Sciences. The MAT-095 course combines necessary skills from two existing transitional courses, thus moving students into credit-bearing math courses more efficiently.

The long-term impact of these curricular changes to transitional studies at Carroll will be a principle focus during FY2020 as students progress into credit-bearing courses.

Placement based on GPA began in Spring 2019; data on this change will be collected and analyzed during FY2020.

Dual enrollment at high schools is an important initiative to promote access to all students in the County; Carroll County Public Schools have been active partners in the launch of this initiative. National research shows that students who were dually enrolled in high school are more likely to attend and complete college, to view themselves as college-ready and have the ability to save thousands of dollars on college tuition. In addition, research shows that academic outcomes improve for dually enrolled students who are non-native English speakers and students from underrepresented ethnic and economic backgrounds. During FY2019, eight classes were offered at three area high schools, removing the transportation barrier and minimizing the financial barriers that exist for many students. The program will expand in FY2020 to include three additional high school locations for English and mathematics courses. To date, 29 of the 132 students (22%) registered for Fall 2019 classes are Free and Reduced meal-eligible students.

The One Step Away program, funded by MHEC, is intended to identify, re-engage, re-enroll, and graduate near-completers who have stopped out. The College used funding to offer full tuition scholarships, resulting in 19 graduates during FY2019. The vast majority of those graduates (68%) were non-traditional aged.

A comprehensive student support system was piloted in Fall 2018 and fully implemented in Spring 2019. During the initial phase, all students identified as at-risk were targeted for support; going forward, first generation, transitional mathematics students, veterans and pre-health students will be supported through specific interventions.

Administrative Staff and Faculty

As reported on the 2019 Performance Accountability Report (line 11), the percentage of full-time faculty of color closely mirrors the local population (9.2% and 9.6% respectively). After four years of decline, the percentage of minority full-time administration and professional staff (line 12) increased from 7.1% in Fall 2017 to 8.0% in Fall 2018.

The College continues to strive toward best practices with regard to recruiting and hiring. Job descriptions have been updated to be more gender neutral and a diversity statement has been added to each job description. Positions are posted nationwide and video (Skype) interviews are conducted to reach a larger demographic area. Targeted advertising is utilized when requested in places such as Diverse Jobs in HigherEd. In addition, the College actively seeks diverse candidates with email advertising via HigherEd jobs.

Search committees provide diversity and independent advice to the hiring supervisor. Committee members are drawn from across the campus and can be full- or part-time employees; a student is included when possible. All search committee members receive training on implicit bias as it relates to the hiring process.

Areas for improvement/Ongoing opportunities

The initial interest in the Promise Scholarship, dual enrollment and the One Step Away program shows promise in supporting students from traditionally underrepresented groups. Data from the initiatives launched during FY2019 will continue to be analyzed and adjustments to programs and supports will be made accordingly.

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

The Diversity and Inclusion Committee coordinates and leads many of the related activities for students, faculty and staff. Topics and events are selected based on student interest as well as current and historically significant events.

Additional initiatives, while supported by members of the committee, fall under the purview of other departments. One example is the campus wide Chosen Name Committee, comprised of staff from the Office of the Registrar, Institutional Research and Information Technology. Over the past two years, the group has met to review best practices and build systems to support all students, specifically those who are gender non-conforming. As a result, students and employees are able to opt to use a chosen name and pronoun as they on-board, as well as on-demand at a later date. Chosen names appear on student/employee IDs; names and pronouns are used on class rosters and in systems used on campus by the advising, business and registration offices. Carroll has served as a leader in the State with regard to this initiative and has advised other colleges on how to build their own systems.

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 and steady progress has been made since.

This past year, the College transitioned to Safe Colleges online training platform. All new hires are assigned mandatory Diversity Awareness training; current employees may also take complete the training.

Faculty and staff training during FY2019 was focused in two areas: developing Diversity and Inclusion Committee members' cultural proficiency skills and the launch of the Intercultural Teaching and Learning Fellows Program.

Diversity and Inclusion Committee members have identified a need to develop their own skills and proficiency around diversity-related topics; in support of this, time during each meeting was dedicated to a learning activity. Committee members are also encouraged to attend diversity-related programming as a means to develop both personal understanding as well as a sense of community at events. Additionally, the group committed to a common reading for Summer 2019; that will serve as a springboard for a Fall 2019 professional development session. For FY2020, the committee meeting schedule has been reformatted to alternate business meetings and professional development sessions.

The Intercultural Teaching and Learning Fellows Program launched in Fall 2018. This program supports professional development of faculty and Student Affairs staff using a learning community model; participants attend relevant local conferences followed by on-campus debriefing sessions. The design of the program has kept expenditures low while allowing participants to learn at a level that is most appropriate for them. The inaugural cohort included representation from five academic departments and two Student Affairs offices. During the year, the nine members participated in 49 off-campus training days; on-campus follow-up sessions provided opportunities for Fellows to consider how new ideas could be implemented on campus.

Feedback and data from the inaugural cohort are being analyzed and will be shared with the Diversity and Inclusion and Instructional Quality (professional development) Committees as well as the Executive Team. Eight of the nine Fellows have requested the opportunity to continue in the program for a second year; they will participate through individual projects and activities in their respective departments, along with monthly meetings and attendance at key professional development events. The second cohort, comprised of six faculty and Student Affairs staff, will begin the program in August 2019.

Fellows' activities resulted in an increased network of local resources as well as potential presenters; several have been invited to present on campus for students, faculty, and staff. This

has enabled the College to keep current with training topics while advancing the campus' work and learning.

While the Diversity and Inclusion Committee and Intercultural Teaching and Learning Fellows are engaged in targeted, sustained learning around diversity-related topics, professional development for all faculty and staff remains a fundamental institutional goal. On a regular basis, conferences and activities of interest are shared via a weekly faculty and staff e-newsletter as well as to the faculty professional development Facebook group. In addition, several professional development sessions for faculty at-large were offered in support of related initiatives: 14 faculty attended "Developing and Assessing Diversity-Designated General Education Courses" and nine participated in a two-day Summer Institute workshop on "Designing for Diversity." The Diversity and Inclusion Committee also created and distributed a 2019 summer reading recommendation list.

Curricular initiatives

The College's recent review and revision of its General Education requirements and learning goals involved significant conversation around topics of diversity. During the course of the review, both criteria and assessment for diversity-designated courses were redefined; all current diversity courses were reviewed and a subset was reaffirmed. Professional development will continue to support the development, delivery, and assessment of diversity-designated courses.

The College Library continues to be an important partner in efforts related to diversity, equity, and inclusion, providing displays for various events and celebrations and acquiring relevant resources.

The non-credit Adult Education program serves a diverse population through its English for Speakers of other Languages (ESOL) and GED Preparation programs. Classes are available at no cost through grant funds provided by Carroll County Government and the Maryland Department of Labor. The program is part of a county referral network that ensures that the needs of underserved and hard-to-reach populations are met; partners include the Business and Educational Resource Center, Division of Rehabilitative Services, Human Services Programs and the Carroll County Department of Social Services. Further, the program's Career Navigator provides guidance and information to ESOL and GED students, connecting them with resources, career training, and degree opportunities.

The non-credit personal enrichment area continues to expand its programming to support the College's diversity initiatives. Examples of courses include: international cooking, history, and world view classes. Based on student feedback, future offerings will be expanded.

Co-curricular programming

An ongoing goal is to provide programming that moves beyond basic celebrations and passive activities to allow students to authentically engage topics of power, privilege and difference. Partnerships between the Diversity and Inclusion Committee and faculty have proven to be central to this work; efforts continue to tie learning activities to course goals, reinforcing and extending what students are learning while ensuring the events are well-attended.

Field trips, film screenings and panel discussions on topics related to current events, identity, relationships, mental health, and disabilities were held throughout the year. Including students, employees and outside experts on panels provided opportunities for a variety of perspectives to be shared.

A highlight during the spring semester was *Factuality*, a "facilitated dialogue, crash course, and board game, all in one, that simulates real life experiences in America. It is played with a rich group of diverse characters that encounter a series of fact-based advantages and limitations based on the intersection of their race, gender, sexual orientation, faith, and class."

Approximately 60 students and 10 employees participated. The response was overwhelmingly positive and this program will be offered as a required training in Fall 2019 for all full-time employees; an additional student session has also been added.

Clubs are an important way for students to develop a sense of belonging while also exploring leadership and other social roles. The Queer-Straight Alliance, German, and African Culture Clubs were all active during FY2019; several Diversity and Inclusion Committee members serve as club advisors. There has been some interest in starting a Latinx Club as well as a Black Student Union; there is strong support for these student-led initiatives.

The Carroll Food Locker Program supports current students, faculty and staff with groceries, hygiene products, school supplies, and holiday meals and gifts. During FY2019, 135 clients and 442 family members were served; this marked an increase both in clients (27%) and the number of family members (40%).

Areas for improvement/Ongoing opportunities

Over the past two years, the Diversity and Inclusion Committee has researched best practices related to student programming; this ongoing learning will continue and expand in order to make activities both meaningful and accessible. In FY2020, methods of capturing data and outcomes related to activities will be researched and piloted.

Learning opportunities for the Diversity and Inclusion Committee and Intercultural Teaching and Learning Fellows will continue; plans are also underway to extend offerings to others on campus. To that end, a session on implicit bias is scheduled for early September; members of the College's Executive Team will attend. Further training will be held for all full-time employees

with an invited presenter who will lead the *Factuality* simulation during Fall 2019; follow-up sessions will be planned and supported by the Diversity and Inclusion Committee.

Conclusion

As noted in this report, initiatives include curriculum revision, data analysis, expanded faculty and staff training, and community programming. During the past year, efforts related to diversity, equity, and inclusion were woven mindfully and systematically into the fabric of Carroll Community College.

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 extension 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 takes 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 FY2019, there were no reported hate-based crimes at Carroll Community College.



CECIL COLLEGE

**Maryland Higher Education Commission (MHEC)
2019 Cultural Diversity Plan**

I. Introduction

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.

Cecil College recognizes that a diverse and inclusive campus community promotes learning, respect, and excellence. As such, the College has adopted and takes pride in the following 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.

The Cultural Diversity Plan (CDP) is designed to promote and support these institutional values. Since 2012, the plans have been intentionally aligned with the Maryland State statutory provision §11-406 of the Education Article and the College's strategic priorities. The CDP is annually reviewed and assessed by an internal college-wide committee, the College's Multicultural Student Services Advisory Board, and the College's Board of Trustees prior to submission to the Maryland Higher Education Commission (MHEC).

II. Institutional Plan to Improve Cultural Diversity

The Cecil College 2015-2020 Strategic Plan focuses on student academic achievement and completion, fostering a dynamic learning environment, stimulating resource development that prompts student success, and expanding community alliances. In this plan the College articulates goals designed to strengthen diversity and inclusion on campus, including increasing college access and success, formalizing professional development opportunities that enrich faculty and staff understanding, and generating growth in all foundation and fund development activities to support students and strategic initiatives. This report summarizes the progress and accomplishments made over the past academic year and outlines plan for improvement.

III. Efforts to Increase Numerical Representation of Traditionally Underrepresented Groups

Student Recruitment

The College has implemented several projects/initiatives to recruit traditionally underrepresented students. As Table 1 illustrates, Cecil’s total student credit enrollment decreased from 2,551 students in 2014 to 2,391 in 2018; at the same time, the enrollment of nonwhite students increased from 20.3% in 2014 to 23.3% in 2018.

This progress can be attributed to an increase in outreach activities by the College team. The Financial Aid staff presents workshops in English and Spanish for families and prospective students to help them apply for aid. These events are offered at the high schools as well as at the county’s libraries. The Admissions staff has a full calendar of events and programs including: attending College and Career Expos; hosting annual High School Tour Days and Campus Open Houses; organizing campus tours and activities for youth groups such as the Harford County & Cecil County Boys and Girls Club and the Lighthouse Youth Center; and attending numerous community events in Maryland, Delaware and Pennsylvania. The Coordinator for Student Diversity and Inclusion also provides outreach to prospective minority students by hosting Multicultural Meet and Greets; organizing an annual multicultural recruitment day called “Highlight You;” providing workshops to high school AVID programs (Advancement Via Individual Determination); and attending meetings held by the National Association for the Advancement of Colored People, local churches, veterans’ groups, and special interest organizations such as the Maryland Tri-County Chapter of Federally Employed Women.

Table 1: Credit Student Enrollment (as of 20% Census Date)

	2014	2015	2016	2017	2018
American Indian or Alaska Native	13	12	6	8	7
Asian	32	36	28	29	35
Black or African American	225	241	274	240	201
Hispanics of any race	132	138	163	153	148
Native Hawaiian or Other Pacific Islander	2	0	3	3	3
Nonresident Alien	14	14	16	13	11
Race and Ethnicity unknown	34	29	25	32	30
Two or more races	65	85	101	110	121
White	2034	2036	1996	1880	1835
Grand Total	2551	2591	2612	2468	2391
% of nonwhite students	20.3%	21.4%	23.6%	23.8%	23.3%

Student Retention

While progress has been made with minority student enrollment, retention rates for the first-time, full-time cohorts of nonwhite students have declined since 2015 as illustrated in Table 2.

Table 2: First-Time Full-Time Degree Seeking Retention Rate (Associates and Certificates)

	2015			2016			2017		
	Ret	Cohort	Ret Rate	Ret	Cohort	Ret Rate	Ret	Cohort	Ret Rate
American Indian or Alaska Native	0	0	-	0	0	-	0	0	-
Asian	1	3	33.3%	1	2	50.0%	3	3	100%
Black or African American	34	51	66.7%	20	41	48.8%	9	20	45.0%
Hispanics of any race	9	14	64.3%	15	25	60.0%	16	27	59.3%
Native Hawaiian or Other Pacific Islander	0	0	-	2	2	-	0	1	-
Nonresident Alien	2	2	100%	1	7	14.3%	1	4	25.0%
Two or more races	10	17	58.8%	9	14	64.3%	11	20	55.0%
White	138	233	59.2%	124	206	60.2%	118	179	65.9%
Chose Not to Indicate	0	2	0.0%	0	2	0.0%	1	1	100%
Grand Total	194	322	60.2%	172	299	57.5%	159	255	62.4%

The College is making continuous efforts to engage and retain minority students. These programs and activities include new student orientation, multicultural student welcome reception, academic success seminars, time management workshops, study tips, and test-taking sessions. Some of these workshops are for all students while others focused on underrepresented students specifically.

Advisors and faculty also participate in the College’s academic monitoring program, an early alert system designed to identify students failing or at risk for failure. Faculty members completed reports three times during each semester and identified contributing factors related to a student's poor performance. Advisors contacted students for follow-up. In 2018-29, advisors sent out over 1,500 letters and made over 1,500 phone calls to students who were identified through the academic monitoring process.

The Student Life staff offers numerous activities to promote campus engagement. Some of the activities and programs include Hispanic Heritage Celebrations, African American History Month activities, Native American Heritage Celebrations, Black Minds Matter series, Dr. Martin Luther King Day Observance, Minority Student Employability and Completion Workshops, Skills Building for Writing and Math; Cecil County NAACP Minority Scholarship Night, NAACP Black Expressions Throughout the Generation program, Alpha Phi Alpha Fraternity Scholarship Banquet, and attendance at the Maryland Male Students of Color Conference. Additionally, two cultural student organizations were active throughout the year: the Multicultural Student Union and CIAO – Cecil’s International Affinity Organization.

*Targeted Intervention provided to Maryland Higher Education Committee on Performance
Accountability Report*

The College continues to offer the mentoring program, “Male Students of Color,” which was launched in 2017 in response to gaps in persistence and completion rates of African American students. In academic year 2018-19, the program had 7 faculty/staff mentors and 9 student participants. Each semester new students were invited by email and text to participate in the program. The group met monthly for lunch to discuss academic progress and other topics of interest. In addition to ongoing meetings, the students were invited to attend the annual Maryland “Male Students of Color Summit” and to academic and study skills building workshops facilitated by academic advisors. Student participants reported that the program was beneficial to them; nonetheless, College Life staff members were concerned that the program was not reaching enough students.

Consequently, to reach additional students the College launched a one-on-one peer mentoring program for underrepresented students beginning August 2019. The Coordinator of Student Diversity and Inclusion serves as the lead for planning and implementing the mentoring program in collaboration with representatives from Athletics, Advising, Registration, Financial Aid, Writing Center, Math Lab, and Faculty Senate.

Students invited to participate as mentees include new students of color as well as returning students of color who are on academic warning or probation. Students are identified by reports provided by the Office of Institutional Research and are then sent a personalized email inviting them to participate. Interested students are matched with a student mentor who has earned at least 12 credits and has a 2.5 GPA. Mentors are selected based on a formal application process including a personal interview with the Director of College Life and the Coordinator of Student Diversity and Inclusion. Mentors are compensated for their time through the Federal Work Study program, if they qualify, or the College’s operational budget if they do not.

The mentees attend programs and events that focus on the following four topics: navigating campus departments and asking questions, getting acquainted with technology, academic student success, and campus engagement. Additionally, they meet with their mentors on a weekly basis for structured discussion around the activities.

College staff anticipate that it will be challenging to recruit students and to retain them in the mentoring program similar to the challenges with the “Male Students of Color” program. The metrics used to monitor the program will be student grade point average, persistence rates from fall to spring, and participation in mentoring appointments. At the beginning of the spring 2020 semester, participation and outcomes will be evaluated, and the College may consider mandating participation in the mentoring program for students who are on academic warning or probation.

Employees

The College has made efforts to recruit and retain a more diverse faculty and staff. Human Resources posts all positions to the diversity packages offered through *Higher Ed Jobs* and the *Chronicle of Higher Education*, reaching more than 10 websites designed for recruiting traditionally underrepresented professionals. Members of search committees are selected so that the composition is diverse.

Tables 2-4 (below) show the ethnicity of all full-time employees for the past three years by employment type. The percentage of nonwhite professional staff has increased from 11% to 15.5% and the percentage of nonwhite faculty members has increased from 15.5% to 17.3%. In 2019, the College discontinued a contract with an external company for facilities services and hired its own facilities staff members. As a result, there was a significant increase in the number of classified staff members hired in 2019. These hires were primarily custodians, groundskeepers, and maintenance workers. The decrease in nonwhites represented in these positions caused the grand total minority percentage to stay flat over the past three years.

Table 2: Employee Classifications by Ethnicity - 2019

2019 Ethnicity	Administrative Professional	Classified Staff	Faculty	Grand Total	% of Total
American Indian or Alaska Native	0	0	0	0	0.0%
Asian	0	1	1	2	1.1%
Black or African American	9	2	5	16	8.5%
Hispanics of any race	4	1	3	8	4.3%
White	71	48	43	162	86.2%
Grand Total	84	52	52	188	
Minority % by Category	15.5%	7.7%	17.3%	13.8%	

Table 3: Employee Classifications by Ethnicity - 2018

2018 Ethnicity	Administrative Professional	Classified Staff	Faculty	Grand Total	% of Total
American Indian or Alaska Native	0	0	0	0	0.0%
Asian	0	1	1	2	1.2%
Black or African American	7	2	5	14	8.2%
Hispanics of any race	4	1	3	8	4.7%
White	75	26	46	147	86.0%
Grand Total	86	30	55	171	
Minority % by Category	12.8%	13.3%	16.4%	14.0%	

Table 4: Employee Classifications by Ethnicity - 2017

2017 Ethnicity	Administrative Professional	Classified Staff	Faculty	Grand Total	% of Total
American Indian or Alaska Native	1	0	0	1	1.0%
Asian	0	1	2	3	1.8%
Black or African American	5	1	5	11	6.5%
Hispanics of any race	3	1	1	5	3.0%
White	73	30	45	148	87.7%
Grand Total	82	33	53	168	
Minority % by Category	11.0%	9.1%	15.1%	13.8%	

The College uses SafeColleges to provide mandatory online training for employees. Two training modules were added in 2018 related to diversity. Additionally, employees are required to acknowledge policies that are pertinent to the fair treatment of all individuals.

In 2018, the College administered the “Great Colleges to Work for Survey” to all employees. The survey consisted of 70 statements and asked employees for level of agreement from strongly disagree to strongly agree. In response to “At this institution, people are supportive of their colleagues regardless of their heritage or background” 93% of responses were positive in comparison to the 2017 Carnegie Association benchmark of 86%. In response to “The environment at this institution is supportive of the expression of different opinions, styles, and perceptions from all racial, ethnic, religious, spiritual, sexual orientation, disability, ideological/philosophical, political, or multiple groups,” 89% were positive. There is no benchmark data for this question because it was one of ten custom questions created by the College.

IV. Efforts to Design and Create Positive Interactions and Cultural Awareness

Inclusivity Collaborative

The College’s “Inclusivity Collaborative” was formed in 2016 comprised of faculty and staff who meet to find ways to embrace diversity and inclusion on campus. In the 2018-2019 academic year, there were twenty-six members. This group is open to all interested faculty and staff, and information related to their work and how to get involved is posted on the College portal.

The group’s primary initiative in the 2018-2019 academic year was to research and encourage professional development for faculty, staff, and administration on ways to generate productive, respectful discussions across disparate groups, including strategies faculty could take into the classroom. The administration was fully supportive of this endeavor, and in February, 77 full-time and adjunct faculty members attended a formal training in reflective structured dialog (RSD) by Essential Partners, a platform discussed in *The Chronicle of Higher Education*. Since that training, several instructors have implemented RSD in their classrooms, and a community of interested practitioners has formed on

campus.

In addition, the Inclusivity Collaborative created and administered an anonymous, optional survey of students to learn what types of topics they would like the opportunity to learn more about or discuss, and in what formats. The survey also sought to identify the degree of anxiety students feel when current hot topics are discussed in academic settings, and if and how we can ameliorate those concerns. In response to the 111 surveys collected, the Collaborative is planning to organize a series of non-partisan, informative, roundtable events around topics important to the 2020 presidential election, which will also provide interested students an opportunity for guided reflective structured dialog interaction.

New Curricular Initiative

In fall 2019, the College is introducing a new, 3-credit humanities course called “Introduction to Critical Inquiry” encouraged for all new students and required for students majoring in General Studies. The course is designed to foster the characteristics of successful academic pursuits: openness, curiosity, creativity, persistence, and metacognition. In the context of a common reader and the students’ own academic and career goals, students practice critical thought, information assimilation, investigation, discussion, analysis, collaboration, and qualitative and quantitative analysis as they develop the habits of mind and cultural literacy necessary for college and global citizenship. The common reader chosen for the 2019-2020 academic year is *Born a Crime* by Trevor Noah. The book is about Noah’s experiences growing up in South Africa under apartheid and offers opportunities for discussion and reflection on social, political, and cultural themes.

New Co-Curricular Initiative

The library will be working with faculty to offer an event called the Human Library. The Human Library event will use volunteers as “books” – volunteers who have diverse and interesting backgrounds and who are willing to share their stories. Participants can “borrow” the “books” to have a candid conversation with someone they normally would not have the chance to interact with and to ask questions.

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

Cecil College expects all members of the College community to conduct themselves in a respectful manner toward themselves, faculty, staff, and other students. As in any community, there are rights and responsibilities by which all students must abide. Students have the right to free speech, expression, assembly and association, and to utilize Cecil College resources while registered for classes. A statement of Student Rights and Responsibilities that was adopted from a report by the Carnegie Commission on Higher Education is listed in the *College Catalog* and on the College’s website.

Students also have the responsibility to abide by the Student Code of Conduct (SCC). The Director of Student Life works with the Director of Public Safety to enforce the SCC, and it is shared with students at New Student Orientation and included in the College Catalog, on the website, and in the Student Planner. There are 32 behaviors/actions explicitly described as “prohibited conduct” listed in the SCC. The two that cover hate-based behaviors are the following:

- Harassment or intimidation such as physical or psychological harassment or abuse of any member of the college community or of any guest. Harassment is behavior that either is intended to, or actually does, inflict harm or emotional distress or provoke a violent reaction. Harassment may include use of racial, ethnic, sexual, religious, or personal slurs or epithets, or other threatening, intimidating, hostile, or abusive treatment of any person or group of persons in the college community.
- Abusing a person in any manner, including but not limited to, physical, verbal, sexual, threats, intimidation, bullying, and/or any conduct which threatens or endangers the health or safety of any person.

The College uses SafeColleges to provide an online incident reporting and tracking form that is linked from the College's portal. The system allows faculty, staff, and students to quickly and easily report incidents on campus. They complete the form online and a report immediately is sent to the Director of Student Life and the Vice President for Student Services and Enrollment Management who follow up on the report with appropriate individuals.

Members of the campus community are also encouraged to file a report with Public Safety or with local law enforcement if they are concerned that a crime has occurred on campus. The Office of Public Safety is responsible for collecting and publishing Clery data. They also provide an Annual Campus Safety Report that is posted on the College's website. All Cecil College officials (staff, faculty, and administrators) serve as College Safety Authorities for the purpose of Clery.

Chesapeake College 2019 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, reaffirmed its second plan in 2013, and updated it again in 2019 to align with the College’s new Strategic Plan priorities and 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 2019-2024 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. This cross-divisional plan, so noted because the responsibility for administration extends across multiple divisions, addresses three of the Strategic Plan priorities. Each priority has a number of strategies to foster overall achievement. The structure is as follows:

Priority	Strategies
Strategic Plan Priority 1: Student Success	<ul style="list-style-type: none"> • Improve academic programs to close the minority achievement gap • Increase the number of students in traditionally underrepresented groups • Ensure achievement of the student learning outcomes of cultural diversity and ethics competencies • Ensure adequate support services are provided for "AT RISK" student populations
Strategic Plan Priority 2: Programming	<ul style="list-style-type: none"> • Expand/enhance credit and non-credit offerings related to diversity and multicultural issues • Support transition from non-credit programming (e.g., basic skills or entry level training) into credit coursework
Strategic Plan Priority 3: Culture of Excellence	<ul style="list-style-type: none"> • Offer a variety of multicultural activities, events and learning opportunities that increase positive interactions and cultural awareness among students, faculty, staff, and the public at-large • Increase the number of employees in traditionally underrepresented groups

Each goal from the previous Diversity Plan and priority in the new one has a number of key performance indicators (KPIs) associated with it. These indicators are periodically reviewed for currency and applicability. During the 2019-2024 Diversity Plan development, the KPI set was evaluated and modified accordingly. The new plan KPIs are

Goal	Measurable Outcomes
Strategic Plan Priority 1: Student Success	<ul style="list-style-type: none"> • Diverse Perspectives Proficiency • Ethics Proficiency • Graduates' experience re: cultural diversity • Graduating students' satisfaction: Inclusiveness • Retention Rate: Fall to Fall, Minority Students • Program Achievement: persistence: TRiO SSS-Served Students • Graduation Rate: Minority students • Enrollment: Credit fall minority student headcount percentage • Enrollment: Non-credit fiscal year minority student headcount percentage • Enrollment: Veteran students credit fall headcount • Enrollment: Adult students credit fall headcount • Enrollment: Credit and non-credit students with disabilities fiscal year headcount • Enrollment: English for Speakers of Other Languages (ESOL) fiscal year headcount • Enrollment: Non-credit senior citizens annual headcount
Strategic Plan Priority 2: Programming	<ul style="list-style-type: none"> • Credit and non-credit offerings related to diversity and multicultural issues • Enrollment: Transition from non-credit into credit coursework
Strategic Plan Priority 3: Culture of Excellence	<ul style="list-style-type: none"> • Faculty: Minority full-time faculty • Staff: Minority full-time administrators and exempt/non-exempt staff

Subject matter experts work with the office of Institutional Research, Planning and Effectiveness to develop annual KPI targets that relate to expectations for the current year. Each target is compared against the actual value to determine progress. Of the 13 measurable outcomes evaluated in FY2018, five (38.5%) met their annual targets, 6 (46.2%) did not and two (15.4%) came close. Yet, none of those measures persistently missed their annual targets.

Efforts to increase the numerical representation of traditionally underrepresented groups

Enhancement of diversity within the College remains an important goal and challenge, and is being given increased effort and attention. Chesapeake College’s aim is to create an environment where differences are considered assets that make us better teachers, employees, and students. A truly inclusive institution benefits all—educationally and professionally—both on campus and within our five county region.

In order to ensure that our student body represents the increasingly diverse communities we serve, Chesapeake's marketing and public relations team focuses on intentional marketing strategies for recruitment and outreach among traditionally underserved populations. Over the past year we have implemented those strategies to increase representation in our advertising imagery and language to incorporate inclusion as part of our brand identity. We have also expanded our ad placements and distribution methods to increase accessibility and awareness among minority populations within our service area. Members of our marketing team serve on the Diversity Committee and work closely with the local Multicultural Advisory Committee, Maryland Humanities, Mid-Shore Community Foundation, Talbot NAACP, and other diversity and inclusion focused groups in the community.

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. Recruitment services included presentations for participants earning their GED, high school college interest meetings and on-site registration at the local public high schools, evening events featuring financial aid and scholarship information, participation at career fairs hosted at the local middle and elementary schools and open house events for both high school and adult students. At the high schools, information was shared with all junior and senior students interested in participating in dual enrollment and students completing their senior year. Additional and targeted information sessions were provided to students enrolled in career pathway programs, too. The career and tech sessions provided updated information on the new skilled trades programs. All events and sessions information were scheduled with the high school counselors and the counselors shared the information with parents via newsletters and text alerts.

Career and tech students from Caroline county participated in group tours and presentations provided by the career and tech faculty members. Students were invited to participate in an interactive activity or lesson, ask questions, receive a tour, and have lunch on campus. For the third consecutive year, we hosted a group of Talbot County students participating in the Career Planning Initiative program. Students were divided in groups according to their career interest and attended presentations from the faculty, received tours and ended their time on campus with lunch provided by the Rotary. The Education department hosted a special day for high school students participating in Teacher Academy. The day included presentations, tours, and a panel discussion including faculty, staff, and our Director of Outreach. All students attending the special events received swag bags filled with admissions information and water bottles. Other group tours included elementary and middle students, ESL students from Easton High School, visitors from The Multi-Cultural Center, and students participating in special education programs from the local high schools.

In 2019, we hosted the first Saturday Open House for our service area targeting adult learners. Community members from all five counties were invited to attend and participate. Sessions included Chesapeake 101, financial aid, transfer, information on our skilled trades programs, agriculture and environmental science, and non-credit and credit health programs. In addition,

we provided tours and hosted a college lane featuring other academic programs, first-year programs, student life, honors, athletics, adult education and ESL programs and services. More than fifty potential students attended bringing parents, spouses, and children, too. Two other open house events featured all of our credit and non-credit healthcare programs. One was provided for students from the local high schools and the other was held in the evening to attract the adult learners. Both events provided presentations from our faculty and included a career lane featuring local employers sharing career information and job opportunities.

The Chesapeake College Adult Education Program offered registration and classes in more than 17 locations throughout the communities we serve. More than 380 information and registration sessions were held throughout the year, and in excess of 90 classes were held. Program staff maintained offices at American Job Centers and Family Support Centers in various locations throughout the five counties. They served as a resource to these and other agencies on a daily basis.

An appreciation for multicultural diversity and cultural competence is at the core of our program. Our culturally diverse staff is reflective of the population we serve. The leadership team includes two Hispanic individuals and various bilingual members. Collectively, our working languages include: English, Spanish, French, and Swedish. Both program and marketing materials are regularly translated into Spanish, and occasionally into Creole. In addition to social media and printed materials, our program also frequently participates in community events throughout the Mid-Shore region. Student access to language assistance has also benefited from the contributions of a dynamic marketing/public relations team. Vibrant flyers and social media content are frequently updated and distributed in the community.

The entire Adult Education staff has taken Cultural Competence training. Staff members have been instrumental in designing programs that reach out to non-English speaking parents of potential credit level students. The number and level of expertise among our bilingual staff has increased during the past year, and direct access to culturally and linguistically competent staff has enhanced the quality of service (e.g. effectiveness of outreach efforts, frequency of communications, identification of trends and improvement needs). Some of our employees are recognized as cultural leaders and connectors in the Hispanic Community.

The ABE-ESL program serves a population of nontraditional and diverse students. As a targeted intervention we utilize intrusive advising strategies to assist our students in overcoming barriers to success and navigating the various systems to achieve their goals of earning a High School diploma credential, improving their English speaking, reading, and writing skills and or entering post-secondary education or workforce training. The obstacles these students face include language, cultural and financial barriers. The majority of these students are potentially first generation college students. We currently track the number of nontraditional students both Adult Basic Education and English Language Learners by using the US-NRS approved CASAS standardized Reading and Math assessments and classify students using Educational Function Levels (EFL) as defined by US-NRS. In addition, we collect specific data on student goals of improving an educational functioning level, earning a High School diploma, entering post-secondary education, workforce training, or gaining employment. Students in the cohort will be contacted 4 months and 8 months after exiting the Adult Education Program to determine if they

have enrolled in Post-secondary education or training. The Adult Education Program enrolled 789 students during FY2019. ABE and ESL levels five and six are the targets for this intervention, there were 265 students enrolled in these levels. 112 ABE and 153 ESL students. 33 ABE students earned their High School Diplomas in the year while five students were confirmed enrolled and attended in credit or workforce training programs at Chesapeake College.

Chesapeake College is an active member of the Talbot Language and Cultural Competence initiative, and the only licensed institution on the Eastern Shore of Maryland that provides The Community Interpreter® International training (a 40-hour certificate program). Since last year, seven individuals affiliated with our program have received this training. While learning bilingual communication skills, this training also develops competencies in other cultural areas. Adult Education sponsored a group of eight instructors and Intake Helpers for the Education Department's Command Spanish class "Requesting Personal Information" to enhance their interaction with Spanish-speaking students. These classes are also offered to the public.

Presentations have been made to community organizations with a diverse focus, such as the Chesapeake Multicultural Resource Center where we partner for citizenship classes, as well as assistance with the Haitian population. 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, developing close working relationships with ESL Coordinators in the public schools, and the Family Service Coordinators at each Family Support Center.

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.

As a result of these and other efforts over the years, Chesapeake College has been very successful in attracting minority students. The percentage of minority credit students exceeded comparable service area adult population percent in each of the last eight years. In fall 2018, minorities comprised 26.9% of the student body, but only 20.4% of the regional population. Also, in FY2019, 36.7% of all continuing education students were from a minority group.

The College strives 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 declined last year to 10.6% compared to 2017 which was 13.6%,

with minority turnover representing just 1.8% 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. 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.

In April 2019, the U.S. unemployment dropped to 3.3%, the lowest rate in over 50 years. The local rate was 3.5%, the lowest in almost 20 years. Recruiting for all positions has been challenging during 2018-2019. Attracting and successfully recruiting minority candidates in a tight job market is even more difficult due to the fierce competition for minority candidates.

As far as our recruitment efforts are concerned, 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 are contacted when appropriate to support our diversity initiatives. Additional diversity resources were identified this year to include: Academic Keys – KeyVersity Diversity Program, which is designed to help institutions like ours who are actively recruiting candidates in accordance with their diversity plans. Additionally, we used Workplace Diversity Network, which posts to Workplace Diversity.com and Hispanic Outlook. Workplace Diversity has a network of sites which include five additional diverse sources: VeteransConnect.com, DisabilityConnect.com, HispanicDiversity.com, OutandEqual.com, and All Diversity.

Because of the College's small size, overall percentages can be impacted greatly by just a few hires and/or terminations. The college currently has 165 full-time staff; 69.7% are females and 20.7% are minorities. Several long term faculty members retired this year, so we have several faculty searches in process. We currently have 53 faculty, 69.8% of which are female and 7.7% are minorities. To illustrate, the addition of one additional minority faculty member might increase the minority percentage by two percentage points.

One of our goals for FY2020 is to recruit and hire a half-time Diversity & Inclusion Coordinator. We hope by focusing additional human resources in this area, we can improve both our student and workforce minority demographics.

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 the changing demographics in our area to increase faculty members' awareness of the

growing Hispanic community. A training held during Spring In-Service combined factual information about Central America in conjunction with reminders of unconscious assumptions held by each individual.

In addition, the Diversity Committee obtained funding through the Fulbright Commission's Outreach Lecturing Fund to bring a Nepalese scholar studying in the U.S. to campus for a series of classroom visits and lectures, with one classroom discussion in Cambridge as well as several on the main campus.

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. Five faculty members were appointed to the committee, which added significantly to representation and human power for the committee. In addition, the requirement for a year-end report provided additional accountability to the academic side of the house as well as a meaningful summary of activities to all committee members with recommendations that the committee submit a budget request for FY 2020 and requesting more visible support from senior administrators in recognizing diversity issues as critical to the college mission.

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. The IDC course required for most transfer programs included ethical behavior on the assessment reporting schedule for spring 2019.

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

Chesapeake College is currently implementing new approaches to promote multiculturalism in the college and the community. We are reinstating a half-time position of Diversity and Inclusion Coordinator to support the campus’s efforts to foster an inclusive campus environment. The Coordinator will work with students, employees, and community partners to improve

support for students from culturally diverse and/or underrepresented communities. Also, the Multicultural Advisory Committee, a collaboration between the College and our five counties that brings together leaders in our region, has been reinvigorated. The committee provides feedback to the college and makes recommendations on the academic and service needs of culturally diverse students, explores and secures funding for scholarships to assist culturally diverse students, and initiates and supports programming that provides educational and cultural enhancement opportunities for the college and service region. Because the on-campus and the community groups share many of the same goals, closer cooperation is planned starting with the upcoming academic year.

Internal review has clearly shown that college-ready students progress at much higher rates than do developmental students. To that end, the college has continued its policy of allowing the 3.0 high school GPA to override Accuplacer recommendations for placement. This drastically decreases the number of students required to take developmental English and Math. Particularly in English courses, the results are encouraging.

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 and again in 2018. 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.

Developmental English streamlined the curriculum to a single course rather than two in prior years and implemented the nationally recognized Accelerated Learning Program model. Math has also piloted an AMP model and will continue exploring fuller implementation in this area as well as other efforts to improve student success. 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 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 toward their spring semester tuition. A dedicated FSC/SAIL classroom allowed standardization of the Freshman Seminar Course (FSC) experience and provide SAIL participants with a home of their own, which increased

group cohesiveness and allowed expansion of 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 2018-19, most participants were African-American.

Two federally funded TRiO Student Support Services (SSS) Programs, SSS Classic and SSS-STEM, help 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, tutoring, 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 SSS programs combined served over 330 students per academic year, one-third of whom were members of a racial or ethnic minority group, and about one in five were African-American.

The College also hosted student activities and professional development opportunities that support diversity and inclusion, with activities like performance by Nazu African Dance Company and salsa dance workshops. Staff and faculty participated in activities like a Presidential Symposium on Race, Diversity and Social Justice and Cultural Competency and Language Access training hosted by the MD Department of Labor, Licensing, and Regulation.

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.

Progress Report for the Cultural Diversity Plan
College of Southern Maryland
September 3, 2019

The College of Southern Maryland has a long-standing commitment to diversity. Diversity is an express institutional value and goals are constantly developed around promoting understanding of diverse perspectives and cultures both for our students and employees. Some of the activities the college has undertaken over the last year consistent with our college strategic plan and diversity goals are summarized below.

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

Goal

Develop and implement strategies to recruit a diverse student body that reflects the demographics of the region

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

College of Southern Maryland values the diversity of its student body. Our goal is to serve the diverse needs of the counties' population through our credit and noncredit programs.

The MHEC Performance Accountability Report provides the following assessment measure regarding the diversity of the student population at CSM. The nonwhite service area population in July 2018 was 38.6%. The minority student enrollment compared to service area population has grown from Fall 2015 to Fall 2018. In Fall 2015 that number was 42%, and that grew to 45% in Fall 2018 despite a decline in overall enrollment across the college. The benchmark for 2020 is 42%, which the college surpassed.

The percentage of nonwhite continuing education enrollment has also grown. In 2015, that number was 30.6% and it has grown to 32.6% in 2018, again despite decreasing enrollments college-wide.

Efforts have been made to increase the success of students from underrepresented minority groups. CSM has implemented First Year Seminar course that considers the academic, social integration, and student success aspects of the first year experience. The course is designed in alignment with best practices to meet the success and student retention goals of the college. The course includes an equity and cultural competency component.

The course has undergone updates and revisions based on best practices and initial evaluations of the course have indicated increases in the retention rates of all groups through participation. In the first year of its being required, the overall fall-to-fall retention (fall 2017-fall 2018) for students who successfully completed the First Year Seminar was 64%. For African-American students, the retention rate for the same period was 62%, virtually eliminating the retention gap.

The college's Lead by Example Mentoring Program to identify and support African American students who are marginalized academically and financially to provide executive leadership and support is continuing. The program is focused on getting these students focused and proactively addressing issues early and seeking intervention throughout the semester.

The College has expanded its Men of Excellence program to reach all campuses and 55 African American students participated in the program in the 2018-2019 AY. 70% of those students achieved a GPA above 2.0 and the college retained 75% of the participants, a significant improvement over the general retention rate.

All three campuses have Student Success Centers that provide a comprehensive system of student support services. These services include peer and online tutoring, skills improvement materials, and various testing capabilities to guide students.

The college has increased efforts to create transfer partnerships with HCBUs and to partner Men of Excellence students with transfer institutions. Transfer materials are being created that would ensure that the steps for transferring are easy to understand for first generation students. Staff attended the NAACP College Fair and are working on creating a HBCU Week at the college in Spring 2020.

These initiatives, among others, have assisted in increasing the African American successful persister rate after four years and the graduation-transfer rate after four years. The persister rate increased from 54% to 59.5% from the Fall 2011 cohort to the Fall 2014 cohort. The graduation-transfer rate increased from 38.5% to 45.1% from the Fall 2011 cohort to the Fall 2014 cohort.

Goal

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

One of CSM's seven values is Diversity and it values efforts to increase the diversity of its staff and faculty. The expressed mission of the CSM's Human Resources and Organizational Development division is to strive to recruit and retain a competent and diverse workforce. The College has had some successes in the recruitment and retention of minority employees.

From Fall 2015 to Fall 2018, the minority percentage of full-time administrative and professional staff has increased from 28.4 % to 32.9%, a healthy increase. In addition, the minority percentage of full-time faculty has increased from 23.5% to 25.4% during that same time period.

The diversity office has partnered with Human Resources to develop and utilize an expanded recruitment resource list to include sources targeted to specific ethnicities and gender groups. The resource list intentionally targets underrepresented groups for disciplines important to CSM, allows a higher level of awareness of the benefits of working at CSM among underrepresented groups, and assists in obtaining a more diverse pool of qualified applicants.

Human Resources works closely with search committee chairs to ensure a diverse pool of candidates and finalists for employment and exercises oversight of hiring decisions to ensure fairness, equity and commitment to the College's value of diversity.

This past year the college conducted a comprehensive compensation equity study encompassing all staff employees with one of the goals to ensure internal and external equity in pay among all groups, including racial and ethnic minority groups. The results and accompanying adjustments to salaries confirm that salaries are internally and externally equitable across all groups.

Goal

Promote cultural diversity learning through academic instruction and programming

1. **NSF ATE Grant for Cyber Business:** The primary objective of this project is to incorporate a business curriculum and concentration into CSM's Cybersecurity A.A.S degree program.

The second objective is to ensure that we recruit, retain, and graduate students who are presently underrepresented within the Cybersecurity profession and that we do so in a climate of connectedness and inclusivity. Recruitment efforts will be diversity-focused and impact 40 students.

2. **NSF- S-STEM Scholarship:** The S-STEM Scholarship is a grant provided by the National Science Foundation (NSF) to the College of Southern Maryland that allows CSMD to provide eligible students with scholarships that last the duration of their two-year associate's degree. These scholarships are awarded to academically talented, low-income students intending to pursue a STEM career. Along with other criteria for eligibility, students from underrepresented minority populations (African American, Alaskan Native, American Indian/Native American, Hispanic, Native Hawaiian, and Native Pacific Islander) are encouraged to apply.
3. **Cultural and Global Awareness Requirement:** Among other curriculum changes, last year, CSM implemented a new requirement of its graduates. Students now must take a 3-credit Cultural and Global Awareness designated course. The objective is to provide opportunities for our students to gain an increased understanding of cultures, while learning to communicate effectively across cultural differences in a diverse society and world. The CSM General Education Core Competency states: Recognize the importance of diverse cultures and global and historical perspectives. Courses in this category support the examination of multicultural societies or peoples and help engender a richer understanding of the diverse life experiences of societal groups. Societal groups are identified, but not limited to – race, class, gender, ethnicity, language, and religious orientation.

Other Efforts to Create Positive Interactions and Cultural Awareness

1. Global Initiatives Committee –Held a program on each campus celebrating native Nepalese culture where students and faculty participate in events.
2. Faculty Diversity Institute – Holds two faculty discussion per Academic Year, one in January and one in May. The group selects two diversity books and holds a days-long discussion twice per academic year about issues related to an inclusive classroom and diversity awareness on campus.
3. CSM hosted the MCCCADA Conference (state wide), which held sessions/workshops related to diversity:
 - ***Allyship and Advocacy*** conducted by Maryland Coalition Against Sexual Assault.
Description: This a discussion-based training that allows us to identify our conscious and unconscious biases in order to become better allies.
 - ***Using Diversity and Inclusion Language to Reach Everyone*** by Presenter: Dr. George Ojie-Ahamiojie, Department Head and Professor of Hospitality Management of Wor-Wic Community College. **Description:** Through this presentation, participants will

know and understand that diversity attributes range from human differences such as age, gender, sex, education, social status, ethnicity, sexual orientation, religion, nationality, and physical abilities and attributes. Inclusive communication is the ability to highlight these diversity attributes, and use them to effectively communicate with different individuals at both private and social environments. Inclusive communication does not use judgment to communicate, but actively and intently uses proper language and labeling, as well as affirmative language to communicate with everyone regardless of diversity attributes the individual possesses.

4. The Student Life and Athletics Department, in conjunction with the Student Associations, hosted the following programs and activities
 - a. Native American Heritage Celebration
 - b. Around the World in 90 Minutes – Featured food and information about traditions and culture from Japan, Brazil and Germany
 - c. Hispanic Heritage Month: Publication on 25 Influential Figures of Our Time
 - d. Black History Month: Publication- 25 Influential Figures of Our Time
 - e. Black History Month Q&A with Dr. Fain
 - f. National Coming Out Day
 - g. Gay Prom: Hosted first SA/CSM sponsored Gay Prom
 - h. Formation of first CSM LGBTQIA Advisory Committee
 - i. Conducted 8 Safe Zone trainings (in partnership with Counseling Services)
 - j. Hosted LGBTQIA Regional Conference

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

Community College of Baltimore County
FY2020 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 FY2020 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 FY2020. 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."¹

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 classroom. At-

¹ 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_Lodens_Diversity_Wheel.html

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. In FY2018 our total student population was 44.0% White, 32.6% African-American/Black, 5.4% Asian, and 5.6% Hispanic/Latino.² CCBC is more diverse than Baltimore County, which in 2017 was 57.2% White and 28.5% African-American/Black.³

Our credit student body has remained racially diverse as total enrollments have fallen in recent years. In the period FY2014-FY2018, students of color increased from 53.0% to 57.2% of the credit student body. African-American/Black enrollment was 38.7% in 2014, increased to 39.2% in 2016 and in 2018 returned to 38.7%. Asian students increased 6.0% to 8.0% of all credit students. Hispanic/Latino students increased from 4.2% to 5.7% of credit students. White enrollment has declined from 46.7% of students in FY2014 to 42.3% in FY2018.

While race and gender data on Continuing Education students was incomplete in the past, data collection has improved. In FY2018, 83.1% of students reported race information. Of those that reported, 44.5% were students of color. African-Americans were 27.4% of our Continuing Education students, while Whites were 45.5%.

CCBC is also diverse in terms of gender. In FY2018, female students made up 52.8% of enrolled students. Credit students are 60.0% female, while Continuing Education students are 46.9% female. In FY2018, the number of Continuing Education students who did not report a gender increased to 14.5%, from 6.1% the year before. This appears to be a data collection issue that we are addressing.

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 64.8% female, compared to 57.2% for Whites and 60.0% for CCBC as a whole.⁴ CCBC has several initiatives directed toward improved recruitment, retention and success of African-American/Black males.

CCBC is open to a wide range of ages, from students still in K-12 to retirees.⁵ The average age for credit students is 27.9 years old and 46.6 years old for Continuing Education students. Recent

² 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.

³ See appendix Table 8 for Baltimore County population by race.

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

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

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 FY2018, 628 students were 17 or younger, compared to 205 in FY2014. 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 33.8% persons of color in Fall 2018, comparable to 41.2% for the overall Baltimore County population.⁶ African-American/Black employees are 25.4% of CCBC's full-time employees, compared to 28.5% of the Baltimore County population in 2017.⁷ Hispanic/Latino employees are 2.5% of CCBC full-time employees, but make up 5.5% of the county population. Asians were 3.4% of the CCBC workforce, less than the 6.3% of the Baltimore County population. CCBC employees are 62.9% 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 2009, faculty of color have increased from 17.7% to 26.8% in 2018. In that time period, African-American/Black faculty increased from 12.0% to 16.6%. In terms of gender diversity, CCBC faculty are reflective of the student population: 60.4% female in 2018, comparable to 60.0% female for our credit student population.

Non-faculty staff is more diverse than faculty. In Fall 2018, non-faculty staff were 37.2% persons of color, compared to 26.8% for faculty.⁸ Support staff at CCBC is the most diverse group of employees, at 41.6% persons of color, followed by professional staff (34.3%) and administrative employees (22.6%), a small group of only 62 employees.

SECTION III: FY2020 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

⁶ See Table 5 for race and gender information on full-time employees.

⁷ See Table 8 for Baltimore County race population data.

⁸ See Table 7 for race and employment category data.

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 CRT-L program is delivered in a number of formats, designed for different populations. The CRT-L 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 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 series 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.

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 five years. The conference typically hosts 180-250 participants, drawn from colleges across the country, K-12 schools and CCBC faculty and staff. In 2018 a new element was added to the CRT-L Conference, in the form of a 1-day Institute in a train-the-trainers model. Through this institute, CCBC has begun to spread the CRT-L work that we have been doing to other colleges and universities (and in one instance, a high school) who are interested in our model.

FY2020 Goals for Faculty and Staff Cultural Training Programs

- Offer the CRT-L Seminar to 15 previously untrained CCBC faculty and professional staff.
- Offer the CRT-L Workshop modules to 40 previously untrained adjunct faculty.
- Provide CRT-L training to CCBC student leaders and student organizations.
- Host the FY2020 Culturally Responsive Teaching Conference for about 250 participants drawn from throughout the country.
- Provide CRT-L training to Johns Hopkins University faculty
- Continue to offer 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 (GEAB), 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. GEAB in partnership with the Office of International Student Services and the Office of Intercultural Engagement established a committee that will focus on increasing the visibility and prominence of CCBC's international initiatives, with an emphasis on student recruitment, retention and success.

In 2018, CCBC opened the Center for Global Education in the Hilton Center on the Catonsville campus. The center is designed as a hub for students, faculty and staff to gain knowledge about global issues (workshops, seminars, classes) and to house a growing number of resources for students and faculty related to study abroad experiences.

FY2020 Goals for Curricular Initiatives Promoting Cultural Diversity

- Continue to market the Global Education certificate to enroll 30 new students.
- Increase short-term study abroad programs and opportunities for students to experience a global world.
- Continue to support faculty travel abroad through Faculty International Travel (FIT) grants, so that faculty may enhance the global nature of their classes.

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.

As part of MSSSI, 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 who have completed the Culturally Responsive Teaching (CRT-L) professional development training. In FY2019, MDRC partnered with CCBC through the Men of Color College Achievement (MoCCA) Project to refine and evaluate ACDV 101 for Male Students of Color and the Male Student Success Initiative (ACDV-MSSI). ACDV-MSSI improves academic outcomes for male students of color by aiding them in developing a supportive network of CCBC faculty and administrators. The MoCCA Project consists of a randomized controlled trial impact study to detect the effects of ACDV-MSSI on academic outcomes.

In FY2019, Baltimore County Public Schools and CCBC opened Baltimore County's first Pathways in Technology Early College High School Program (P-TECH) school. A cohort of 60 students, largely low income and minority, enrolled at Dundalk High School in Fall 2018, and 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 Baltimore City Schools to implement the CCBC Pathways to College, Career and Civic Readiness Project (PC3R) and the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) College Preparation Intervention Program (CPIP). The PC3R project supported the implementation of the Pathways general studies mentoring program and high-impact practices and expanded CCBC's partnerships with Greater Baltimore Title I schools.

As a national leader, CCBC continues to design innovative 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.

FY2020 Goals for Programs for Retaining At-Risk Students

- Increase Communication Studies (CMNS) and English (ENGL) course sections included in the Diversity/Global Learning High Impact Practices Initiative (HIPS).
- Continued Partnership with MDRC through the Men of Color College Achievement (MoCCA), Project to refine and evaluate ACDV 101 for Male Students of Color and the Male Student Success Initiative (ACDV-MSSI)
- Continued collaboration with Baltimore County Public Schools to deliver a Pathways in Technology Early College High School at Dundalk High School.

Cultural Diversity and Campus Life Programs at CCBC

Within the Office of College Life, the Student Life Office and the Office of Intercultural Engagement (OIE) 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.

The Office of Intercultural Engagement serves as chair of the CCBC Hate/Bias Incident Response Team commissioned by Maryland Higher Education Commission to provide instruction and training of the student body, faculty, and staff to enhance cultural diversity programming and sensitivity. The team developed a plan for the next two years, beginning with Restorative Practices Training during year one. The training provided practical skills to equip students, faculty and staff with the ability to facilitate and participate in difficult conversations, promote and encourage civility in classrooms and community settings, and identify practices that can be incorporated on a broader scale in offices and departments, such as Human Resources, Office of Student Conduct and Department of Public Safety.

CCBC sponsors a range of programs, which facilitates conversation among students, faculty, staff and the community on issues important to cultural diversity. Each semester a new college wide workgroup is formed to read and discuss the book *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools* by Glenn Singleton. Members also write their racial autobiography and discuss issues on race, its impact on our lives as well as its impact on the CCBC community.

The Office of Intercultural Engagement has developed Mosaic Talks which are offered as in and out of class seminars, workshops, and presentations to build awareness, appreciation, and allyship to diverse student populations and communities. Faculty who find it difficult to broach important yet sensitive cultural issues with students can schedule a Mosaic Talks with Office of Intercultural Engagement, to bring issues of diversity, social justice and equity directly into their classroom. Topics range from religious diversity, microaggressions, language variances and codeswitching, LGBTQ and privilege and intersectionality.

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: Tarana Burke (activist and founder of the 'me too' movement), 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 FY2019 was *Homegoing*, by Yaa Gyasi. Among its many its accolades is the Hemingway Foundation/PEN Award for 2017.

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; Multicultural Student Association; Muslim Student Association; Progressive Student Alliance; 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 continues its partnership with the Kettering Foundation. It is a nonprofit foundation rooted in the American tradition of cooperative research. National Issues Forum guides are used to guide the use of the deliberative process. Students look at the costs and consequences of possible solutions to daunting problems, and finding out what we, as a people, will or will not accept as a solution.

CCBC has also reestablished its partnership with Maryland Public Television (MTV) and PBS, the Corporation for Public Broadcasting by viewing Independent Lens documentaries. These films are by independent filmmakers from across the country address some of the most important issues of our time, including Native history and culture, access to healthcare, early childhood education, and community organizing and policing.

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.

FY2020 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 the number of students attending the orientation program which includes training on civility to help students understand how to interact with others on campus.
- 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.
- Expand the offering of Mosaic Talks to include various workshops and conversations.
- Provide programming to support the Community Book Connection for FY2020 : *Threads from the Refugee Crisis* by Kate Evans.

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.

Each year, CCBC holds 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 100 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. In 2018, we have added training for our public safety officers on working with 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). The mission of the CCBC Sexual Minorities Advocacy Committee (SMAC) is to promote awareness of LGBTQ issues, and to provide strategies, methods, and educational opportunities to the CCBC community in order to create a more inclusive, welcoming and supportive environment.

Each campus has staff available for LGBTQ students to turn to for help. The P.R.I.S.M. [Proudly Rallying Behind the Intersectionality of Social Minorities (formerly 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 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, college level assessment and 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. CCBC along with institutions across the United States and around the world also hosts events throughout International Education Week, which is a platform to recognize international students, education abroad, and internationalization.

FY2020 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.
- Continue to host International Education Week
- Offer additional Safe Zone training sessions in the coming year. Train 10-15 additional faculty and staff.
- Add to the Safe Zone training work series by creating *Brave & Safe Space* training workshops for faculty and staff for the underrepresented groups such as Student Veterans, Undocumented Students and Student Victims of Human Trafficking.
- Increase the number of International students supported through the International Student Services Office.
- Promote the Campaign Against Hate and Bias
- Increase the number of Mosaic Talks presented in classrooms
- 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.

Procedures have been developed to 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 department 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.”

The Human Resources department is 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.

FY2020 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 additional 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.

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. 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.

Community College of Baltimore County
FY2020 Cultural Diversity Plan

Table 1a – Race Trends for All Students

	FY2014		FY2015		FY2016		FY2017		FY2018	
Race	Count	%	Count	%	Count	%	Count	%	Count	%
African-American/Black	19,737	30.0%	20,683	32.7%	20,434	33.0%	19,957	32.6%	19,798	32.6%
White	28,388	43.1%	28,959	45.7%	28,823	46.5%	27,852	45.5%	26,750	44.0%
Asian	2,722	4.1%	2,989	4.7%	3,272	5.3%	3,398	5.6%	3,267	5.4%
Hispanic/Latino	2,718	4.1%	2,973	4.7%	3,280	5.3%	3,543	5.8%	3,375	5.6%
American Indian/Alaska Native	198	0.3%	205	0.3%	202	0.3%	198	0.3%	195	0.3%
Native Hawaiian or Other Pacific Islander	105	0.2%	113	0.2%	114	0.2%	110	0.2%	109	0.2%
Multiple Races	1,261	1.9%	1,306	2.1%	1,413	2.3%	1,356	2.2%	1,401	2.3%
No Information	10,708	16.3%	6,096	9.6%	4,433	7.2%	4,777	7.8%	5,861	9.6%
Total	65,837	100.0%	63,324	100.0%	61,971	100.0%	61,191	100.0%	60,756	100.0%

Table 1b – Gender Trends for All Students

	FY2014		FY2015		FY2016		FY2017		FY2018	
Gender	Count	%	Count	%	Count	%	Count	%	Count	%
Female	36,965	56.1%	35,645	56.3%	34,899	56.3%	34,254	56.0%	32,108	52.8%
Male	26,475	40.2%	25,971	41.0%	25,867	41.7%	24,958	40.8%	23,833	39.2%
Unknown	2,397	3.6%	1,708	2.7%	1,205	1.9%	1,979	3.2%	4,815	7.9%
Total	65,837	100.0%	63,324	100.0%	61,971	100.0%	61,191	100.0%	60,756	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

	FY2014		FY2015		FY2016		FY2017		FY2018	
Race	Count	%	Count	%	Count	%	Count	%	Count	%
African-American/Black	12,810	38.7%	12,634	39.3%	11,902	39.2%	11,418	39.2%	10,764	38.7%
White	15,457	46.7%	14,518	45.2%	13,385	44.0%	12,458	42.8%	11,764	42.3%
Asian	1,991	6.0%	2,119	6.6%	2,190	7.2%	2,269	7.8%	2,228	8.0%
Hispanic/Latino	1,388	4.2%	1,501	4.7%	1,488	4.9%	1,567	5.4%	1,573	5.7%
American Indian/Alaska Native	121	0.4%	124	0.4%	105	0.3%	101	0.3%	88	0.3%
Native Hawaiian or Other Pacific Islander	77	0.2%	77	0.2%	70	0.2%	66	0.2%	68	0.2%
Multiple Races	1,033	3.1%	1,031	3.2%	1,072	3.5%	993	3.4%	1,009	3.6%
No Information	187	0.6%	115	0.4%	175	0.6%	243	0.8%	298	1.1%
Total	33,064	100.0%	32,119	100.0%	30,387	100.0%	29,115	100.0%	27,792	100.0%

Table 2b – Gender Trends for Credit Students

	FY2014		FY2015		FY2016		FY2017		FY2018	
Gender	Count	%	Count	%	Count	%	Count	%	Count	%
Female	19,816	59.9%	19,148	59.6%	18,266	60.1%	17,486	60.1%	16,662	60.0%
Male	13,248	40.1%	12,964	40.4%	12,098	39.8%	11,600	39.8%	11,094	39.9%
Unknown	0	0.0%	7	0.0%	23	0.1%	29	0.1%	36	0.1%
Total	33,064	100.0%	32,119	100.0%	30,387	100.0%	29,115	100.0%	27,792	100.0%

Table 2c – Race & Gender for Credit Students – FY2018

Percentage of Gender within Race

Race	Female		Male		No Information		Total		Female/Male Ratio
	Count	%	Count	%	Count	%	Count	%	
African-American/Black	6,974	64.8%	3,781	35.1%	9	0.1%	10,764	100.0%	1.8
White	6,729	57.2%	5,017	42.6%	18	0.2%	11,764	100.0%	1.3
Asian	1,158	52.0%	1,070	48.0%	0	0.0%	2,228	100.0%	1.1
Hispanic/Latino	924	58.7%	647	41.1%	2	0.1%	1,573	100.0%	1.4
American Indian/Alaska Native	60	61.9%	28	31.8%	0	0.0%	88	100.0%	2.1
Native Hawaiian or Other Pacific Islander	40	58.8%	28	41.2%	0	0.0%	68	100.0%	1.4
Multiple Races	625	61.9%	381	37.8%	3	0.3%	1,009	100.0%	1.6
No Information	152	51.0%	142	47.7%	4	1.3%	298	100.0%	1.1
Total	16,662	60.0%	11,094	39.9%	36	0.1%	27,792	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

	FY2014		FY2015		FY2016		FY2017		FY2018	
Race	Count	%	Count	%	Count	%	Count	%	Count	%
African-American/Black	6,927	21.1%	8,049	25.8%	8,532	27.0%	8,539	26.6%	9,034	27.4%
White	12,931	39.5%	14,441	46.3%	15,438	48.9%	15,394	48.0%	14,986	45.5%
Asian	731	2.2%	870	2.8%	1,082	3.4%	1,129	3.5%	1,039	3.2%
Hispanic/Latino	1,330	4.1%	1,472	4.7%	1,792	5.7%	1,976	6.2%	1,802	5.5%
American Indian/Alaska Native	77	0.2%	81	0.3%	97	0.3%	97	0.3%	107	0.3%
Native Hawaiian or Other Pacific Islander	28	0.1%	36	0.1%	44	0.1%	44	0.1%	41	0.1%
Multiple Races	228	0.7%	275	0.9%	341	1.1%	363	1.1%	392	1.2%
No Information	10,521	32.1%	5,981	19.2%	4,258	13.5%	4,534	14.1%	5,563	16.9%
Total	32,773	100.0%	31,205	100.0%	31,584	100.0%	32,076	100.0%	32,964	100.0%

Table 3b – Gender Trends for Continuing Education Students

	FY2014		FY2015		FY2016		FY2017		FY2018	
Gender	Count	%	Count	%	Count	%	Count	%	Count	%
Female	17,149	52.3%	16,497	52.9%	16,633	52.7%	16,768	52.3%	15,446	46.9%
Male	13,227	40.4%	13,007	41.7%	13,769	43.6%	13,358	41.6%	12,739	38.6%
Unknown	2,397	7.3%	1,701	5.5%	1,182	3.7%	1,950	6.1%	4,779	14.5%
Total	32,773	100.0%	31,205	100.0%	31,584	100.0%	32,076	100.0%	32,964	100.0%

Table 3c – Race and Gender for Continuing Education Students – FY2018

Percentage of Gender within Race

Race	Female		Male		No Information		Total		Female/Male Ratio
	Count	%	Count	%	Count	%	Count	%	
African-American/Black	5,105	56.5%	3,167	35.1%	762	8.4%	9,034	100.0%	1.6
White	7,072	47.2%	6,624	44.2%	1,290	8.6%	14,986	100.0%	1.1
Asian	485	46.7%	415	39.9%	139	13.4%	1,039	100.0%	1.2
Hispanic/Latino	784	43.5%	836	46.4%	182	10.1%	1,802	100.0%	0.9
American Indian/Alaska Native	49	45.8%	42	39.3%	16	15.0%	107	100.0%	1.2
Native Hawaiian or Other Pacific Islander	18	43.9%	21	51.2%	2	4.9%	41	100.0%	0.9
Multiple Races	220	56.1%	167	42.6%	5	1.3%	392	100.0%	1.3
No Information	1,713	30.8%	1,467	26.4%	2,383	42.8%	5,563	100.00%	1.2
Total	15,446	46.9%	12,739	38.6%	4,779	14.5%	32,964	100.0%	1.2

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

	FY2014		FY2015		FY2016		FY2017		FY2018	
Age Group	Count	%	Count	%	Count	%	Count	%	Count	%
17 or Younger	205	0.6%	334	1.0%	431	1.4%	509	1.7%	628	2.3%
18 – 20	7,277	22.0%	7,251	22.6%	6,957	22.9%	6,884	23.6%	6,430	23.1%
21 - 24	9,003	27.2%	8,712	27.1%	8,477	27.9%	7,974	27.4%	7,531	27.1%
25 - 30	6,692	20.2%	6,518	20.3%	6,240	20.5%	5,807	19.9%	5,514	19.8%
31 - 40	5,317	16.1%	5,061	15.8%	4,590	15.1%	4,456	15.3%	4,229	15.2%
41 - 50	2,610	7.9%	2,521	7.8%	2,158	7.1%	2,032	7.0%	1,990	7.2%
51 - 60	1,316	4.0%	1,138	3.5%	1,003	3.3%	941	3.2%	936	3.4%
61 or Older	644	1.9%	584	1.8%	531	1.7%	512	1.8%	534	1.9%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	33,064	100.0%	32,119	100.0%	30,387	100.0%	29,115	100.0%	27,792	100.0%

Table 4b – Continuing Education Students by Age Group

	FY2014		FY2015		FY2016		FY2017		FY2018	
Age Group	Count	%	Count	%	Count	%	Count	%	Count	%
17 or Younger	1,060	3.2%	1,148	3.7%	1,017	3.2%	985	3.1%	930	2.8%
18 – 20	760	2.3%	671	2.2%	673	2.1%	805	2.5%	866	2.6%
21 - 24	2,088	6.4%	1,982	6.4%	1,933	6.1%	1,884	5.9%	2,148	6.5%
25 - 30	3,901	11.9%	3,903	12.5%	3,927	12.4%	4,237	13.2%	4,424	13.4%
31 - 40	5,475	16.7%	5,459	17.5%	5,702	18.1%	5,861	18.3%	6,110	18.5%
41 - 50	5,039	15.4%	4,853	15.6%	4,896	15.5%	4,767	14.9%	4,883	14.8%
51 - 60	6,184	18.9%	5,679	18.2%	5,832	18.5%	5,555	17.3%	5,599	17.0%
61 or Older	8,266	25.2%	7,510	24.1%	7,604	24.1%	7,980	24.9%	7,999	24.3%
Unknown	0	0.0%	0	0.0%	0	0.0%	2	0.0%	5	0.0%
Total	32,773	100.0%	31,205	100.0%	31,584	100.0%	32,076	100.0%	32,964	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 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
Race	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%
African-American/ Black	243	20%	256	20%	276	21%	293	23%	313	23%	318	23%	327	24%	319	24%	319	24%	326	25%
White	951	76%	921	73%	926	71%	886	69%	939	69%	926	69%	920	68%	888	67%	858	67%	842	65%
Asian	23	2%	20	2%	22	2%	23	2%	33	2%	35	3%	39	3%	37	2%	38	3%	43	3%
Hispanic/ Latino	13	1%	17	1%	19	1%	20	2%	26	1%	24	2%	28	2%	30	2%	31	2%	32	2%
American Indian/ Alaska Native	5	0%	6	0%	6	0%	5	0%	5	0%	3	0%	3	0%	3	0%	3	0%	3	0%
Native Hawaiian or Other Pacific Islander	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	0%
Multiple Races	DNA	DNA	12	1%	13	1%	14	1%	16	1%	20	2%	21	1%	18	1%	23	1%	25	2%
No Information	10	1%	32	3%	38	3%	37	3%	20	1%	10	1%	11	0%	12	0%	9	0%	10	0%
Total	1,245	100%	1,264	100%	1,300	100%	1,278	100%	1,352	100%	1,336	100%	1,349	100%	1,307	100%	1,281	100%	1,282	100%

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

	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
Gender	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%
Female	793	64%	799	63%	816	63%	807	63%	855	63%	851	64%	868	64%	840	64%	818	64%	807	63%
Male	452	36%	465	37%	484	37%	471	37%	497	37%	485	36%	481	36%	467	36%	463	36%	475	37%
Total	1,245	100%	1,264	100%	1,300	100%	1,278	100%	1,352	100%	1,336	100%	1,349	100%	1,307	100%	1,281	100%	1,282	100%

Table 5c – Race and Gender for Full Time Employees – Fall 2018

Race	Female		Male		Total	
	Count	%	Count	%	Count	%
African-American/Black	211	26.1%	115	24.2%	326	25.4%
White	528	65.4%	314	66.1%	842	65.7%
Asian	27	3.3%	16	3.4%	43	3.4%
Hispanic/Latino	18	2.2%	14	2.9%	32	2.5%
American Indian/Alaska Native	2	0.2%	1	0.2%	3	0.2%
Native Hawaiian or Other Pacific Islander	1	0.1%	0	0.0%	1	0.1%
Multiple Races	13	1.6%	12	2.5%	25	2.0%
No Information	7	0.9%	3	0.6%	10	0.8%
Total	807	100.0%	475	100.0%	1,282	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 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
Race	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%
African-American/Black	49	12%	49	12%	57	13%	61	14%	64	14%	71	16%	74	17%	72	16%	67	16%	70	17%
White	329	82%	322	78%	322	76%	318	74%	331	75%	318	73%	315	72%	312	73%	307	73%	306	72%
Asian	12	3%	13	3%	14	3%	15	4%	20	4%	21	5%	22	5%	20	5%	22	5%	20	4%
Hispanic/Latino	10	2%	10	2%	11	3%	11	3%	14	3%	15	3%	15	3%	16	3%	17	4%	16	4%
American Indian/Alaska Native	0	0%	2	0%	2	0%	2	0%	2	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Native Hawaiian or Other Pacific Islander	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	0%
Multiple Races	DNA	DNA	5	1%	5	1%	5	1%	5	1%	6	1%	5	1%	3	0%	4	1%	5	1%
No Information	3	1%	14	3%	15	4%	15	4%	7	2%	5	1%	7	2%	7	1%	6	1%	4	0%
Total	403	100%	415	100%	426	100%	427	100%	443	100%	436	100%	438	100%	430	100%	423	100%	422	100%

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

	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
Gender	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%
Female	238	59%	247	60%	253	59%	252	59%	262	59%	265	60%	272	62.0%	266	62%	256	60%	255	60%
Male	165	41%	168	40%	173	41%	175	41%	181	40%	171	39%	166	38%	164	38%	167	40%	167	39%
Total	403	100%	415	100%	426	100%	427	100%	443	100%	436	100%	438	100.0%	430	100.0%	423	100.0%	422	100%

Table 6c – Race and Gender for Full Time Faculty – Fall 2018

Race	Female		Male		Total	
	Count	%	Count	%	Count	%
African-American/Black	46	18.0%	24	14.4%	70	16.6%
White	181	71.0%	125	74.9%	306	72.5%
Asian	14	5.5%	6	3.6%	20	4.7%
Hispanic/Latino	8	3.1%	8	4.8%	16	3.8%
American Indian/Alaska Native	0	0.0%	0	0.0%	0	0.0%
Native Hawaiian or Other Pacific Islander	1	0.4%	0	0.0%	1	0.2%
Multiple Races	4	1.6%	1	0.6%	5	1.2%
No Information	1	0.4%	3	1.8%	4	0.9%
Total	255	100.0%	167	100.0%	422	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 2018

Race	Faculty		Administrative		Professional		Support	
	Count	%	Count	%	Count	%	Count	%
African-American/Black	70	16.6%	12	19.4	93	26.6%	151	33.7%
White	306	72.5%	48	77.4%	228	65.1%	260	58.0%
Asian	20	4.7%	1	1.6%	13	3.7%	9	2.0%
Hispanic/Latino	16	3.8%	0	0.0%	8	2.3%	8	1.8%
American Indian/Alaska Native	0	0.0%	1	1.6%	0	0.0%	2	0.4%
Native Hawaiian or Other Pacific Islander	1	0.2%	0	0.0%	0	0.0%	0	0.0%
Multiple Races	5	1.2%	0	0.0%	5	1.4%	15	3.3%
No Information	4	0.9%	0	0.0%	3	0.9%	3	0.7%
Total	422	100.0%	62	100.0%	350	100.0%	448	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

2017		
Race	Count	%
Hispanic or Latino, any race	45,895	5.5%
White	476,162	57.2%
Black or African-American/Black	237,124	28.5%
American Indian or Alaska Native	2,233	0.3%
Asian	52,316	6.3%
Native Hawaiian or Other Pacific Islander	292	0.0%
Two or More Races	18,446	2.2%
Total	832,468	100.0%

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



Dr. John Molesworth, Chair

VIA EMAIL

August 23, 2019

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 attached the Frederick Community College (FCC) 2019 Cultural Diversity Progress Report, submitted in accordance with directions contained in MHEC's memo of February 27, 2019, 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 21, 2019.

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,

Dr. John Molesworth, Chair
Frederick Community College Board of Trustees





**Maryland Higher Education Commission (MHEC)
2019 Cultural Diversity Report**

I. INTRODUCTION

Frederick Community College (FCC) is a public community college located in the second largest city and the largest agricultural producing county in the state of Maryland. Since 1957, FCC has prepared 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.*” FCC is a mid-sized institution with close to 9,000 credit students and 7,000 continuing education and workforce development students per year. FCC students come from 75 countries, are 36% students of color, and 27% first-generation credit-seeking students. The College values being the community college in Maryland with the highest graduation and/or transfer rates for students,

II. DEFINING AND AFFIRMING DIVERSITY

An 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 “*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 the state and the nation fostering an environment that welcomes, supports, rewards, and challenges our community members to think big, be innovative, and lead with authenticity. Listed below are a few of the significant diversity, equity, and inclusion achievements of the institution this year:

- In 2018-2019, the College underwent a nine-month process of developing a Diversity, Equity, and Inclusion Strategic Plan for the next five years, 2019-2024. The plan was developed based on more than 20 stakeholder focus groups and was approved by the Board of Trustees on June 19, 2019. As is discussed more below, the plan focuses on four main domains of diversity, equity, and inclusion, and involves 29 action items that will strengthen the College in terms of equity and inclusion.
- The College implemented a College-wide protocol for hate-bias incidents and began officially tracking incidents in February 2019.
- The College Academic Affairs, Continuing Education, and Workforce Development (ACEWD) Master Plan 2019-2024 also centered the development of cultural and global competencies in our faculty, staff, and students as essential for academic excellence.
- In 2018-2019, the College expanded the professional development offerings to faculty and staff around issues of equity, inclusion, and diversity including over 30 in-depth opportunities to engage all employees on difficult diversity topics (in 2017-2018, the

College offered 20 opportunities) including the second 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, met monthly and 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.

III. INSTITUTIONAL PLAN TO IMPROVE CULTURAL DIVERSITY

As part of the priorities over this past year set by the FCC Board of Trustees, the College underwent a process of developing a Diversity, Equity, and Inclusion (DEI) Strategic Plan for the next five years. This plan seeks to focus the DEI efforts during the next five years toward four primary goals determined to be realistic, necessary, and in alignment with our values and aspirations as a College community. The goals include:

1. Increase access and success for traditionally underrepresented students
2. Increase recruitment and retention of a diverse workforce
3. Prepare students for an increasingly diverse community, workforce, and world
4. Ensure a more welcoming and inclusive learning and workplace environment for students, faculty, staff, and visitors

Under each of these goals, there are specific, measurable, and realistic action items for the next five years. The participatory process with students, faculty, staff, and community members helped the College community to reflect on how the College is living up to the values of diversity, equity, and inclusion, and where and how the College can be better. The plan is informed by those documented strengths and struggles, an internal environmental scan, a review of our regional peer institutions, as well as the empirically researched best practices in higher education, specifically at community colleges. The FCC **Diversity, Equity, and Inclusion Strategic Plan 2019-2024** builds on the strengths of the College and targets the highest impact changes that will strengthen FCC for all students, faculty, and staff. The Plan reemphasizes the institutional commitment to diversity, equity, and inclusion. The Timelines and Metrics of Success ensure that we continue to make progress toward creating a College culture of inclusion, which addresses our challenges and seizes opportunities for innovation.

Some of the planned action items include: implementing specific targeted interventions to close the gaps in access and success for racial/ethnic minority students; an evaluation of our hiring practices to make sure we are hiring the best candidates from the most diverse backgrounds; enhancing employee development; strengthening our employee retention efforts; and preparing our students to be successful in Frederick County and beyond.

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 students of color. As Table 1 illustrates, the percentage of credit students of color has increased 11.4% during the past five years. However, headcount enrollment of this population has decreased by 3.8% from fall 2017-2018. This decline is slightly higher (3.5%) than the general population. Currently, 35.6% of FCC credit students and 36.9% of continuing education (non-credit) students identify themselves as non-white students.

TABLE 1. CREDIT STUDENTS BY RACE/ETHNICITY FROM 2014-2018

CREDIT STUDENT PROFILE REPORT Frederick Community College Fall 2014-2018							
	2014	2015	2016	2017	2018	% Change	% Change
Total Credit Headcount (Unduplicated)	6,031	6,197	6,252	6,220	6,000	-3.5%	-0.5%
African American/Black	777	785	777	787	738	-6.2%	-5.0%
<i>Percent of Total</i>	12.9%	12.7%	12.4%	12.7%	12.3%		
Native American	23	24	21	14	15	7.1%	-34.8%
<i>Percent of Total</i>	0.4%	0.4%	0.3%	0.2%	0.3%		
Hispanic	583	662	683	726	746	2.8%	28.0%
<i>Percent of Total</i>	9.7%	10.7%	10.9%	11.7%	12.4%		
Asian	281	289	283	300	268	-10.7%	-4.6%
<i>Percent of Total</i>	4.7%	4.7%	4.5%	4.8%	4.5%		
White	4,116	4,150	4,152	4,003	3,867	-3.4%	-6.0%
<i>Percent of Total</i>	68.2%	67.0%	66.4%	64.4%	64.5%		
Other***	67	60	56	94	71	-24.5%	6.0%
<i>Percent of Total</i>	1.1%	1.0%	0.9%	1.5%	1.2%		
Multiple Race***	184	227	280	296	295	-0.3%	60.3%
<i>Percent of Total</i>	3.1%	3.7%	4.5%	4.8%	4.9%		
Total Students of Color***	1,915	2,047	2,100	2,217	2,133	-3.8%	11.4%
<i>Percent of Total</i>	31.8%	33.0%	33.6%	35.6%	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:

- The Parents Lead program 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. The program continues to support a diverse student population. Since its inception in spring 2018, the cohort has

served a population made up of 100% student-parents, 96% women, and 56% students of color. The median reported household income of Parents Lead students is \$30,700; 43% above the Frederick County poverty line for a family of four and 63% below the Frederick County ALICE (Asset Limited, Income Constrained, Employed) household survival threshold for a family of four. Students in this program passed 83% of their attempted credits, withdrew from 7%, and failed 10%. The program retention rate of 92% exceeds that of the average FCC student by 15%.

- Continuing Education and Workforce Development (CEWD) maintains 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), Frederick County Public Schools (FCPS) LYNX (Linking Youth to New Experiences) program, and Frederick County Workforce Services, and will continue to expand outreach efforts annually.
- The Admissions Office coordinated events for targeted populations across the county, both on and off campus, to build connections between diverse, underrepresented communities and Frederick Community 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), Centro Hispano, New Horizons, S2M2 (Science, Service, Mentoring and Medicine), Maryland School for the Deaf, Gale House, Frederick Foster Care Services, Fort Detrick, Senior Living, The Judy Center, Transition Fairs, Carroll Creek Montessori Public Charter School, and LYNX. Admissions collaborated with the English language Learners (ELLs) office to provide community outreach to English Language Learners and their families in Frederick County at three targeted high schools. Specific targeted outreach to multicultural students also included the Pathways to the Future Women's Conference, Community Living, Student Athlete Orientation, Explore FCC Day, Bridge to FCC Pilot events, the FCPS Community Resource Fair, the International Student Festival, the Asian Lunar New Year Festival, PASS visits to public high schools, the Frederick Latino Festival, the Cultural Arts Fair, and the Convoy of Hope event. Admissions also participated in several large Frederick County-wide outreach events to include college fairs, The Great Frederick Fair, housing fairs, and community education fairs.
- FCC continues its strong partnership with FCPS. To expand 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 program), the FCC Board of Trustees developed a 2018-2019 strategic directive to create an Early College. Starting in fall 2020, the program will offer qualified high school students across the county, including students from groups historically underrepresented in

postsecondary educational attainment, the opportunity to earn an associate degree and high school diploma simultaneously by attending FCC full-time during their junior and senior years. Early College students will receive a significant discount on tuition for all courses taken during the program and tuition is waived for students who are eligible for Free and Reduced Meals. Other students pay 90% of 75% of the per credit hour rate. Applications from qualified students from underrepresented groups will be supported by FCPS counselors and FCC staff, who will work on a case-by-case basis to address students' challenges around food security and transportation to campus. The College hopes to see the Early College student cohort grow in diversity over time, as has happened with the successful Open Campus and High-School Dual Enrollment programs.

- The Targeted ESL program at FCC had a productive year that included gains in enrollments, curriculum development, and services for ELLs in addition to community outreach and staff development. Seventy-five (75) classes served students in fiscal year 2019. Additional 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 three were piloted in FY 2019. Beyond new courses, ELLs were supported with new services including an ESL resource website, an 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 FCPS were hosted on a field trip to FCC. Along with providing quality programming and support to ELLs, the Targeted ESL program supported staff development throughout the year. Instructors and staff attended institutional, local, and international trainings. The program created two additional administrative positions, the Adult Education and ESL Coordinator, and the Adult Education and ESL Transition Specialist 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 who have their best interests in mind.
- 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 its programming. Emergencies and disasters 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 ELL teachers and their students. Since the launch of the program, the MACEM has trained nine (9) ELL instructors in emergency preparedness train-the-trainer courses and 38 ELL students in preparedness content.
- Student retention, success, and graduation are a critical part of the FCC mission. In addition to the focus on inclusion and cultural responsiveness in the Diversity, Equity,

and Inclusion Strategic Plan, the following list includes a few of the ongoing and new retention and success initiatives:

- 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. 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 and to high school students with its College Prep program. MSS has also worked to increase access and retention efforts through a targeted scholarship. The scholarship is available for career programs students for whom English is a second language and/or students who have demonstrated a significant financial need. In three years (2016-2019) there was a 400% increase in the number of scholarships awarded, from four (4) to 20. MSS 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 the Partnership for Achieving Student Success (PASS) program. With the success of the PASS program, the office worked in partnership with the FCC Foundation to offer a scholarship to successful PASS participants aimed to increase their persistence and retention rates from year one to two. Within two years of offering this additional scholarship, the retention rate of PASS participants increased from 67% to 70%.
- The Veteran and Military Services (VMS) department offers academic and support services for veterans and military-affiliated students enrolling at FCC. Forty-two percent (42%) of the students served in VMS are racial/ethnic minority students. VMS provides a “One-Stop-Shop” where students receive information and assistance in one place, including processing of veterans educational benefits, academic/social/personal counseling and referrals, academic and social programming, workshops, and a Veterans Center.
- The Office of Adult Services (OAS) serves more than 57% racial/ethnic minority students through its Project Forward Step (PFS). The PFS provides intake interview and needs assessment, academic advising, career counseling, and support. PFS

- operates from an educational case management model, encouraging mid-semester contact and conduct outreach if needed, and provides referrals to College and community organizations and resources to address student financial and personal needs. OAS offers Success Seminars up to six times per year for new (or newer) students, in which students learn from faculty and staff about time management strategies, study tips, and expectations in the classroom. The goal of OAS is to prepare students to succeed at FCC. Students involved in OAS had higher retention rates (73.3%) compared to the general student population (70%) as well as slightly higher grade point averages.
- The National Science Foundation (NSF) has awarded the College more than \$635,000 in grant funding to support the FCC STEM Scholars program. Over the next three years, 90 STEM Scholars will receive funding to cover all or most of the cost of attendance, be mentored by STEM faculty, participate in three one-credit learning seminars, and join a campus learning community. STEM Scholars will be open to all low-income, academically talented students who meet the criteria identified for this program. Through admissions, FCC aims to create diverse cohorts that exceed the overall population of first generation students and female students in STEM majors. The scholarship cohorts will increase the likelihood of low-income students completing a degree and entering the STEM workforce, or advancing their academic career. Through community outreach and service work, current STEM Scholars will provide prospective students from similar backgrounds with evidence that a college STEM education is a viable option. A particularly promising STEM Scholars program partner is the FCPS Young Scholars program, which serves students with advanced learning potential from student groups traditionally underrepresented in advanced academics programming, including racial/ethnic minority students. As a service activity, FCC STEM Scholars will serve as community ambassadors to the Young Scholars and other FCPS STEM programs to bridge the gap between high school and college, and help this community fully realize the achievement of postsecondary STEM education.
 - The FCC developmental math and English programming has undergone considerable reform. This initiative directly affects minority and first-generation students, as FCC data and national trends indicate that these groups are often disproportionately impacted by developmental education. As of fall 2017, developmental English courses were condensed from a four (4)-course sequence to a single class of either four (4) or six (6) credits, enabling students to move into college level English in only one semester, and with fewer credits. This was accompanied by a review of College pre and co-requisites with the goal of expanding the number of courses students can take while completing developmental English. Developmental math as a series of stand-alone developmental courses has been almost entirely eliminated. The overwhelming majority of FCC students testing into developmental math now take

one (1) of three (3) college level math courses, while simultaneously enrolled in a two (2) credit developmental supplement.

Focus on Faculty, Staff, and Administrators

FCC strives to attract, employ, and retain talented and diverse faculty, staff, and administrators. Much of the focus for the past six (6) years has been on improving the recruitment of diverse faculty and professional staff. As Table 2 reflects, FCC has increased minority faculty representation from 14% in fall 2013 to 17.1% in fall 2018 but experienced 1.5% decline in fall 2018 compared to fall 2017. The data also show the growth of minority full-time administrative and professional staff (from 14% to 18%) during the same time, with a decline of 3% between fall 2017 and fall 2018. Our DEI Strategic Plan includes six (6) action items that address recruitment, hiring, and retention of racial/ethnic minority faculty and staff. The new College hiring process, implemented in 2014-2015, continues to focus on recruitment efforts and training all search committee members in implicit bias to ensure a diverse and excellent pool of applicants and finalists.

TABLE 2. Employees by Race/Ethnicity Fall 2013-Fall 2018

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
Percent minorities (nonwhite) of full-time faculty	14.0%	18.0%	19.0%	18.2%	18.6%	17.1%	21.0%
Percent minorities (nonwhite) of full-time administrative and support staff	14.0%	17.0%	19.3%	19.0%	21.0%	18.0%	21.0%

Improvements have been, and continue to be made, with respect to recruiting diverse faculty. The following initiatives have been undertaken to grow and retain talented faculty.

- All hiring is done by search committees with diverse representation. Search committee members are trained on the College structured recruitment process and unconscious bias, and Human Resources ensures consistent use of the recruitment process.
- Human Resources reviews search diversity beginning with applicants from the initial pool through first round screening to ensure the minimum requirements do not adversely impact applicants.
- 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 (4) main areas for CTL Teaching and Learning Hours is Culturally Responsive Teaching.
- FCC offered a Cultural and Global Competency Summer Institute in 2018 and 2019 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 undertook 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 racial/ethnic minority students, students with disabilities, ELLs, LGBTQIA+ students, and first generation students, among other populations.

- Faculty and staff attended the Community College of Baltimore County Culturally Responsive Teaching Conference, the National Conference on Women of Color in the Academy, 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 is committed to building student, faculty, and staff capacity to interact effectively and ethically across difference, as evidenced by the following initiatives: 1) A cultural competency course is a graduation requirement for Associate degree-seeking students; 2) All full-time employees are evaluated twice a year on multiple criteria, including their ability to interact effectively with diverse populations; 3) Co-curricular programming focuses on building students' and employees' capacity to engage with diverse ideas, communities, and experiences; 4) Professional development frequently focuses on these topics. In addition to these strategies, FCC developed policies to build a community where it is clear that discrimination is not tolerated, and to build a foundation where one of the essential characteristics of excellence is inclusion. Some of our specific efforts to build capacity to interact effectively and ethically across difference include:

- The ODEI offered 30 professional development opportunities for faculty and staff. These sessions, ranging from 2-3 hours to full-day engagements, covered topics such as facilitating difficult conversations, understanding language in relationship to inclusion, interrupting unconscious bias, community care after difficult world events, understanding racial equity and justice, supporting English Language Learners, and what inclusion means and looks like when discussing different aspects of identity such as religion, race, disability, or language.
- The Global Learning Committee offered a monthly professional development series to support faculty and staff in being more globally aware and conscious, how to support students in becoming more globally engaged, and amplifying the global engagement going on at the College.
- Led by the Center for Teaching and Learning, the College continued a Campus Book series with *The Book of Unknown Americans* by Cristina Henríquez in order to strengthen students' abilities to discuss difficult diversity topics across difference. The book discussions, which explicitly seek to build students' capacity to understand and engage with diverse perspectives, were well attended with participation of over 300 students, faculty, and staff. Enhancing students' experience of the text and conversation related to its themes, FCC partnered with Frederick County Public Libraries to adopt *The Book of Unknown Americans* as the 2019 Frederick Reads community book and invited the author

to speak to the community at two public events in spring 2019. Over 350 students, faculty, staff, and community members attended her presentation at FCC, and another 800 community members attended the author's off-campus presentation.

In addition to the above-mentioned activities, the Center for Student Engagement (CSE) collaborated 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 promoted diversity and helped students identify and grow their identity of self and others through planned lectures, workshops, field trips, theater productions, movies and experiential opportunities focused on social awareness, diversity, and cultural sensitivity and competency. Students in need of food but not the means to purchase sustenance on campus used the FCC Student Food Pantry. The purpose of the pantry was to alleviate hunger so that students were able to focus on their studies. Students were allowed to visit the pantry once a day and take two items per visit. All food in the pantry was donated by employees of the College. The pantry was visited 2,292 times during the 2018-2019 academic year.

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 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 efforts to prevent, report, and respond to incidents of hate/bias. In fall 2019, the College formalized our protocol for hate-bias incidents in a "Hate-Bias Incident Response Protocol." The College prohibits hate/bias activities, including employing language or behavior that is intended to cause harm or threat toward 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. 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. The 2018 College Security & Fire Report had no reportable Clery Bias Crime statistics for years 2015-2017.

VII. Future Focus

FCC is proud of the work accomplished this year, especially the development of the Diversity, Equity, and Inclusion Strategic Plan, and will continue building and sustaining a diverse and engaged College community through multiple innovative initiatives. A few of the future priorities include:

- The College has recently formed a partnership with Mid-Atlantic Higher Education Recruitment Consortium to post all College jobs and to assist with diversity outreach. Through this partnership, FCC Human Resources aims to reach a larger pool of applicants, including veterans and persons with disabilities, to ensure the hiring of a talented and increasingly diverse workforce.
- Continued professional development of faculty and staff on topics of cultural responsiveness and awareness.
- Implementing the comprehensive Diversity, Equity, and Inclusion Strategic Plan 2019-2024. In particular, the main goals this year will include:
 - Developing and implementing a plan to close the achievement/opportunity gap for racial/ethnic minority students by 2024.
 - Reviewing processes for recruitment and hiring to get to and exceed benchmarks for hiring and retaining faculty and staff of color.
 - Reviewing and strengthening courses that explicitly seeks to build student capacity to interact across difference.
 - Strengthening campus climate to become even more welcoming and inclusive.

The College continues to make deliberate efforts to be intentional in its work of threading diversity, equity, and inclusion into the fabric of the culture of the College and all its activities, and making FCC a place where students and employees, especially those of color, thrive.

Garrett College

Cultural Diversity Plan

2019 Update and Progress Report

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

July 16, 2019

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. *The 2017-2021 Maryland State Plan for Postsecondary Education: Student Success with Less Debt* focuses on diversity in Strategy 4: “Enhance diversity by fostering collaborations between Historically Black Colleges and Universities and traditionally white institutions”. Garrett College is committed to achieving a culturally diverse student body, faculty, and staff, and a campus environment that values and actively supports diversity, equity and inclusion. 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

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. At the January 2018 All-College Forum, Garrett College added a new concluding sentence to its mission statement, “*The College respects and cares for students as individuals and as members of diverse groups, and supports their aspirations for a better life*”, to illustrate the College’s dedication to making improvements as it relates to cultural diversity at the institution.

In August 2018, a team of Prince George’s Community College administrators agreed to assist Garrett College in assessing its cultural diversity climate and formulating recommendations to improve that climate as a key strategy toward improving student success. The PGCC team – Dr. Charlene Dukes, President; Dr. Lynne Adams, Associate Vice President for Human Resources and Organizational Development; and Mrs. Andristine Robinson, Director of Governance and Diversity – began the project with an extensive document review (GC Strategic Plan, Mission, Vision, Goals, and Values along with applicable internal college reports and trend data). They followed up that review with two campus visits – the first to meet with College leadership (GC president, Executive Council, College Council and Student Life staff), and the second to meet with student groups.

In February 2019, the PGCC team provided GC’s president with a comprehensive report summarizing the results of those meetings as well as providing two sets of recommendations respectively dealing with employee and student engagement. This report was shared with key personnel who subsequently 1.) identified high-priority recommendations for fast-track implementation and 2.) provided input regarding improvements made prior to receiving the PGCC report that proactively addressed various recommendations. This team developed a consensus regarding both Employee and Student Engagement priorities, as well as suggested strategies to implement those priorities. In the process of reviewing the College’s Strategic Plan, it was

determined that the initiatives that resulted from the PGCC report closely aligned with initiatives I and III from the Strategic Plan: *I. Provide appropriate programs and services to enable student success and completion, and, III. Ensure the College has the fiscal, human, and physical resources needed to meet its mission.* As a result, these initiatives will be used and the goals have been streamlined to support more efficient and effective practices toward diversity, equity, and inclusion at Garrett College. The newly developed goals and strategies do provide overlap with those previously established goals addressed in the 2018 report and the College will continue to address those items that need improvement. The College is utilizing Taskstream to monitor plan implementation, responsibility, development, and effectiveness.

GOALS AND STRATEGIES FOR IMPROVING CULTURAL DIVERSITY:

Goal 1: To coordinate initiatives for diversity, equity, and inclusion.

Strategy 1: Create an Office of Diversity with specific expectations (college and greater community).

Responsibility: President

Timeline: Spring 2019 and on-going

Desired Outcome: Designate an individual on campus who will coordinate and oversee diversity, equity, and inclusion initiatives.

Measures: Student Opinion survey; climate survey; office data/statistics

Status: *Complete; The Director of Equity and Compliance selected as the College's Diversity Officer. As the Diversity Officer, the Director of Equity and Compliance is tasked to cultivate a work and learning environment that encourages and supports diversity and inclusion. Next steps will include continued plan development and actions with key stakeholders in the college.*

Strategy 2: Create a Council for Diversity, Equity, and Inclusion to ensure active engagement.

Responsibility: President, Dean of Student Affairs, Director of Equity & Compliance

Timeline: Summer 2019- Research best practices for recruiting student participants and council guidance; Fall 2019- Advertise and recruit; Fall 2019- Spring 2020- Develop council goals, plan activities/events.

Desired Outcome: Develop a plan and advertise among students to start a Council for Diversity, Equity, and Inclusion. This group of individuals, along with faculty and staff, will help guide efforts for active student engagement around the initiatives developed from this plan.

Measures: Student surveys; post-activity/event feedback

Status: *Currently in the planning and research stage. Part of the duties of this Council will be to assist in developing ways to address those areas where improvement is needed on campus and have a pool of diverse students who can represent the student body and provide first-hand knowledge of potential barriers to success and satisfaction.*

Goal 2: To increase opportunities for employee engagement around the topics of diversity, equity, and inclusion.

Strategy 1: Develop/acquire/deliver workplace cultural competency foundational course.

Responsibility: Director of Equity & Compliance

Timeline: April 2019 and on going

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.

Measures: Employee completion numbers, quiz statistics

Status: *Complete. In an effort to increase the knowledge base of employees and provide a basic understanding of concepts under the diversity, equity, and inclusion umbrella, an Introduction to Diversity, Cultural Competency, and Social Justice was released to employees in April 2019 as part of the Employee Compliance Training through Blackboard. Employees were given until April 30, 2019 to complete the 15-20 minute presentation and ten-question quiz. By June 2019, the completion rate is 92%; however, 100% of full-time faculty, staff, and head coaches have completed the program. The Director of Equity and Compliance plans on developing regular trainings on topics related to diversity, equity, and inclusion that will be made available to employees through the Employee Compliance Training. Future subject matter includes generational communication styles that will address concerns that arose from the Student Experience Committee's report and were referenced in the 2018 report.*

Strategy 2: Bring faculty, staff, students, and guest lecturers together for cultural diversity discussions, employing local resources.

Responsibility: Dean of Academic Affairs, Dean of Student Affairs

Timeline: Develop as part of the activities calendar; will be on going as these types of events should be held (or attended if held at another institution) on a regular basis.

Desired Outcome: Two events and/or discussions held by December 2019.

Measures: Number of events and/ or discussions held.

Status: *In February 2019, the College held a Black History Month Program Series. Two speakers from West Virginia University came to campus. Fifty total participants attended. –Additionally, two movies were offered to the students with sixty total participants. Apple AirPods were given away as a grand prize. Offering prizes and food helped raise the participant numbers from last year's Black History Month program series.*

Strategy 3: Host roundtable discussions on diversity, equity, and inclusion.

Responsibility: Dean of Student Affairs, Director of Equity & Compliance

Timeline: FY19-FY20

Desired Outcome: At least one roundtable, either external as part of the MD Community College Diversity Roundtable group or an internal, held by May 2020.

Measures: Number of roundtable discussions held; feedback from participants

Status: *This is currently in the planning stages. The College would like to have its student Council on Diversity, Equity, & Inclusion created and running so these individuals can participate in these conversations.*

Goal 3: To identify obstacles to student success and establish a network of support services that will help students to overcome them. (Strategic Plan Goal 1.2).

Strategy 1: Create a "safe space" program. (Note: "safe spaces" refer to places created for individuals who feel marginalized to come together, and may also indicate a faculty member who does not tolerate violence, harassment or hate speech, thereby creating a safe place for all people (Waldman, Katy-2015)).

Responsibility: Dean of Academic Affairs, Dean of Student Affairs

Timeline: Summer 2019- Develop plan; hold at least one training if possible.

Desired Outcome: Identify and train five to ten college employees and advertise the "safe spaces" across campus.

Measures: Biannual Student Opinion Survey; collect statistics on designated "safe spaces" and if they are utilized.

Status: *Two employees, one faculty and one staff, have been trained as certified instructors. One staff member left, so the remaining staff member and the faculty member will develop a training plan and implement in the 2019-2020 school year.*

Strategy 2: Clearly articulated processes and procedures with respect to mental health support.

Responsibility: Dean of Student Affairs, Director of Student Development

Timeline: 2018-2019 school year

Desired Outcome: Employ a mental health counselor to provide support to students in need.

Measures: Student survey, demographics/statistics provided by counselor (meeting hours, students served, etc.)

Status: *Karl Glocker was hired in the spring 2019 semester and holds office hours on Thursdays for students. A contract for Glocker's services has been secured to provide continued services for the fall 2019 semester.*

Strategy 3: Explore additional opportunities to increase physical and mental health services on campus.

Responsibility: Dean of Student Affairs, Director of Student Development

Timeline: Long-term; continuous

Desired Outcome: One to two new physical/mental health service partnerships formed or one to two existing partnerships expanded for the Spring 2020 semester.

Measures: Student surveys, medical transport data, statistics from the Health Department and Mt. Laurel

Status: *Through the Go 4 Health group, the College already has formed partnerships with the Garrett County Health Department, Mountain Laurel Medical Center, and the Dove Center. Over the past year, some services the Health Department had offered have been discontinued. The College is working to determine if those services are needed, and if so, how to fill in the gaps. Additionally, conversations are being held as to what services may be missing and how the College can work with external resources to meet student needs. The College is examining statistics provided by the on-campus counselor to increase resources around those topics that were most often addressed in sessions, which included anxiety and depression.*

Strategy 4: Support students with transportation needs.

Responsibility: Director of Student Development

Timeline: Long-term, continuous. This can change with turnover or staff changes. Additionally, the need can change based upon student needs.

Desired Outcome: Expand number of employees in the transportation rotation and increase publicity of the transportation offerings to address student needs (medical and access to local resources).

Measures: Student surveys, transportation statistics

Status: *For the 2018-2019 school year, there were five staff members on the rotation; however, the scheduled medical trips were significantly under-used in comparison to past years. For example, one staff member was scheduled to cover eight trips over the 2019 spring semester and did not have to transport once because no students signed-up. The College needs to assess student needs for transport and finding additional funds to cover the trips that are utilized, rather than focusing solely on the number of drivers available at a given time.*

Strategy 5: Meet the needs of students in poverty.

Responsibility: Dean of Academic Affairs, Dean of Student Affairs, Coordinator of Distance Learning, Director of Equity and Compliance

Timeline: Long-term; continuous

Desired Outcome: This particular item incorporates several actions in an effort to reduce barriers to success and address financial concerns of students in poverty. These actions include reduced textbook costs or increased OER use, establishing a “one stop shop” on campus, and increasing partnerships with local resources, such as Social Services.

Measures: Reduction in course material costs, increased access to offices, Student Opinion survey

Status: *Several years ago, the College started the Students In Need Group, or S.I.N.G. S.I.N.G is a group of volunteers who provide emergency assistance to students, and sponsors the Food Pantry. S.I.N.G.'s efforts will continue in an effort to aid students in poverty; however, the College's main focus at this time concerning this strategy is to reduce and/or eliminate course material costs for students. Current OER efforts have saved our students over \$100,000 in course material costs to date. Through grants, the College is looking to institute OER into six courses in the Fall of 2019. On a similar note, Garrett College has signed a three-year contract with eCampus Course Material Solutions. eCampus will manage course materials through a virtual bookstore link on the Garrett College website. Purchase options can include New, Used, Rental, Digital, and / or Marketplace Price Matching. Purchases can be made using financial aid awards, credit card and / or Pay Pal. Book buy-back would be run through eCampus. Additionally, eCampus will award an annual \$2000.00 textbook scholarship that will be disbursed at the College's discretion. As the President notes, "While we do not have a specific timeline in place, my goal is to get GC to a place where all of our courses are low or no-cost for course materials. I think implementing this strategy will increase student access."*

Strategy 6: Improve access and accommodations for students with disabilities.

Responsibility: Dean of Student Affairs, Disability Support Services

Timeline: Long-term; continuous

Desired Outcome: Reduce barriers to success and increase access to education of students with disabilities.

Measures: Student surveys, reported grievances

Status: *In the Summer of 2018, the College installed automatic door openers on seven doorways across campus to increase access to students and the greater community. Currently the College is planning to install openers on the remaining doorways and is developing a plan to provide funding for this project over the next few years. The Disability Support Services office continues to work individually with incoming students to meet needs, as well as, external groups to determine what additional actions the College can take to improve access and accommodations.*

Goal 4: To provide an actively engaged and relevant college experience for our diverse student population to include credit and non-credit students. (Strategic Plan Goal 1.3).

Strategy 1: Development of a broader range of coursework, as needed.

Responsibility: Dean of Academic Affairs

Timeline: Fall 2019 and ongoing

Desired Outcome: 70% of students meet objectives of the Global and Cultural Competency Assessment

Measures: Student course assessments

Status: The following Global and Cultural Competency Learning outcomes were assessed for the 2018-2019 school year:

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.

2019 Cultural & Global Perspective Learning Outcomes Assessment Results

Learning Outcome	Assessment Results				
	Assessment	# Students Evaluated	# Students That Met Objectives	% That Met Objectives	Comments
1	PSY 101 Course Embedded Writing Assignments	90	67	74%	Met Objective
	SOC 101 Course Embedded Writing Assignments	43	39	91%	
	Study Abroad Reflection	3	3	100%	Met Objective
	ASI 271 8 th LNT Principle Assignment	5	5	100%	Met Objective
	Assessment	# Students Evaluated	# Students That Met Objectives	% That Met Objectives	Comments
2	PSY 101 Course Embedded Writing Assignments	90	67	74%	Met Objective
	SOC 101 Course Embedded Writing Assignments	43	39	91%	Met Objective
	ASI 101 Land Use Paper	5	3	60%	Did not meet objective
	Assessment	# Students Evaluated	# Students That Met Objectives	% That Met Objectives	Comments
3	PSY 101 Course Embedded Writing Assignments	90	67	74%	Met Objective
	SOC 101 Course Embedded Writing Assignments	43	39	91%	Met Objective
	Study Abroad Reflection	3	3	100%	Met Objective
	Assessment	# Students Evaluated	# Students That Met Objectives	% That Met Objectives	Comments

As seen in the table above, all assessed courses, except for one, met the majority of the outcomes and objectives. As noted in the 2017-2018 annual review there were flaws with respect to the Global and Cultural Competency Assessment (GCCA) pre and post-test that was developed by Dr. Kasecamp, Professor of Psychology, and introduced Fall of 2017. In addition, a recommendation was made to make the assessment digital. In the process of working on converting to a digital format, it was decided that an on-line Cultural & Global Competency training program should be developed that students are required to complete prior to being assessed. Elements of the GCCA will be used as a guide to develop the on-line training program and then to assess perception of knowledge, actual knowledge, attitudes, and behaviors characteristic of having competency in this area (see attached assessment). This training program will be a requirement for all incoming

freshmen and implemented in the Freshmen Orientation courses. This will ensure that all students are being educated about Global and Cultural issues and assessed. Implementation of this program is scheduled to begin in the fall of 2019.

Strategy 2: Build relationships between commuter and residential students.

Responsibility: Dean of Student Affairs, Student Activities Manager

Timeline: On going

Desired Outcome: Increase the sense of community and understanding between the commuter and residential student populations.

Measures: Attendance data, student surveys

Status: Currently in the planning stages. The Student Activities Manager is looking at incorporating “getting to know you” or “icebreaker” type of activities among the incoming students during orientation that would start the relationship building between commuter and residential students.

Strategy 3: Increase student engagement activities with regard to diversity, equity, and inclusion that would involve engagement with employees and the external community.

Responsibility: Student Affairs, Academic Affairs, Equity & Compliance

Timeline: On going, long-term

Measures: Number of events held; post-event feedback

Status: The College is currently in the planning stages for the 2019-2020 school year. In the 2018-2019 school year, the College held events for Black History Month and National Coming Out Day to name a few; however, participation was low. For all four events held for Black History Month, there were only 54 participants. The College is examining ways to increase participation. The Library regularly does displays for Black History Month and Women’s History Month but was limited in LGBTQ resources. Additional resources have been purchased which will increase the ability to provide increased education on diversity and inclusion topics.

Strategy 4: Improve the residential student experience.

Responsibility: Dean of Student Affairs, Director of Student Development, Residence Life Manager

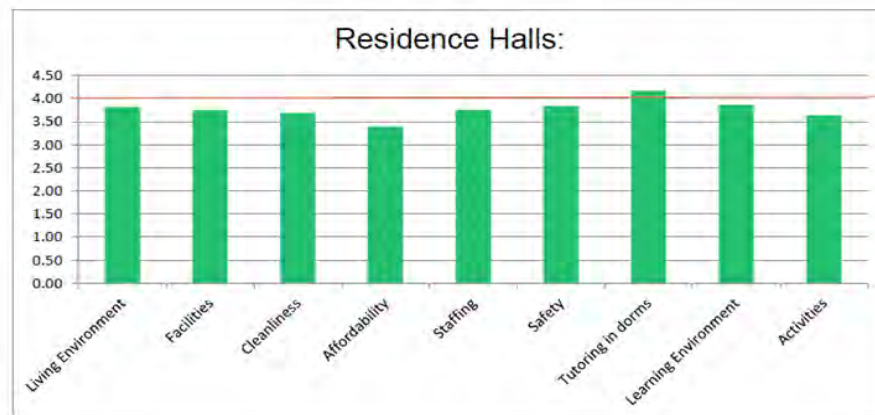
Timeline: On going, long-term

Desired Outcome: Increased residential student retention and success

Measures: Student retention rates, student opinion surveys

Status:

2018 Student Opinion Survey Residence Halls Results



The 2018 Student Opinion Survey highlighted the areas where the College needed the most improvement, as indicated in the graph above. The College has made much progress in the way of improving the student experience. During the Spring 2018 semester, Garrett Hall was taken off-line for renovations to make improvements, which included installing a community kitchen. Student Life reformatted the residence hall meeting model to have larger meetings on the same night rather than individualized floor meetings. The larger meeting format resulted in better attendance and positive feedback from the students. For the opening meeting for the Spring 2019 semester, 93 out of 124 residents attended. Housing selection meetings also saw an increase with 51 students signing up for Fall housing in 2019 compared to 28 in Spring 2018. Additionally, the Residence Hall Manager and student staff provided increased programming opportunities in the 2018-2019 school year that were well received and attended.

Strategy 5: Connect out-of-town students with the Garrett County community.

Responsibility: Dean of Student Affairs, Student Activities Manager

Timeline: On going, long-term

Desired Outcome: Provide students with the opportunity to connect with resources in the county to gain experience and expose the Garrett County community to diverse populations and provide learning opportunities for all involved.

Measures: Attendance numbers; student surveys

Status: *Garrett College is working in partnership with the Garrett County Chamber of Commerce to develop various events designed to connect our out-of-area students and acclimate them to the local community, which will help foster inclusion and acceptance. Some of the planned events include: a welcome reception at one of the local businesses; tours of Garrett County that would assist 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 students feel welcome and to possibly consider Garrett County as a potential permanent home after graduation.*

Strategy 6: Develop agreement with Thread organization.

Responsibility: Dean of Student Affairs, Director of Enrollment Management & Marketing

Timeline: Finalize before Fall 2019 semester in efforts to have a small cohort start in September.

Desired Outcome: Two to four students in the cohort for Fall 2019 semester.

Measures: Track cohort success; focus groups with cohort and Thread representatives.

Status: *The Thread organization is a mentoring organization that increases an individual student's success by teaming them with a support system and access to resources. As of June 2019, according to the Director of Enrollment Management & Marketing, three (3) Thread students are planning to attend in the fall. The students will be on campus one weekend in July of 2019 to register and participate in a "camp" along with their downstate mentors and Thread administrators. The College and the Thread organization are in the process of establishing an MOU that will be finalized before the camp in July. The College is looking to what they learn from this relationship to develop a similar working relationship with students from the SEED Foundation.*

Strategy 7: Create formal relationship with international student organizations to expand international student population.

Responsibility: Dean of Student Affairs, Director of Enrollment Management & Marketing

Timeline: Recruitment is currently taking place for a small cohort to begin at the start of the Fall 2019 semester.

Desired Outcome: Target of 1-3 additional international students in Fall 2019. Work toward a plan to double international students successfully recruited for Fall 2020.

Measures: Track cohort success; focus groups with the student cohort

Status: *In the Spring 2019 semester, the College had nine students with F-1 Visas in attendance. In order to increase our international student enrollment, the College is looking to expand that particular population. The College is in very early conversations and a tentative verbal agreement with LADO International Institute, an English language institute based in Arlington, Va. The goal of the agreement with LADO is to spread the word about the College to their students via collateral, and other channels, including two-way visits in the future.*

Strategy 8: Improve education around adult expectations.

Responsibility: Dean of Student Affairs, Director of Student Development

Timeline: Implemented in the 2018-2019 school year; on-going

Desired Outcome: 50% reduction in violations and 50% reduction in suspensions/removals through the expectation of improved behavior.

Measures: Educational sanction program data; incident reports, sanction data

Status: *The 2017-2018 school year had 206 incident reports and 18 suspensions. The 2018-2019 school year is ending with 80 incident reports and 6 suspensions. Of the 80 incident reports, only four students were sanctioned to complete one of the two educational programs concerning alcohol or substance abuse violations. Three students completed the assigned program and one student partially completed. The College expects to continue to see this reduction in the 2019-2020 school year and hopes to decrease both violations and suspensions/removals by an additional 5%.*

Goal 5: To ensure the College is able to attract and retain a diverse, well-qualified, and competent workforce. (Strategic Plan Goal 1.3, 3.3)

Strategy 1: Investigate offerings for interpersonal communication skills.

Responsibility: Director of Equity & Compliance, Director of Human Resources, Dean of Continuing Education and Workforce Development

Timeline: Summer 2019-Fall2019: Investigate offerings and plan/schedule for calendar year 2020

Desired Outcome: 80% completion by designated employees of established course/program by June 2020.

Measures: Number of employees who complete trainings; employee feedback; satisfaction surveys

Status: *The Student Experience Committee noted poor customer/student service as one of nine pain points for students. It was noted in the committee's report that poor communication and lack of communication by the college to the students leads to confusion, frustration, and inaction. In an effort to work toward better student service and relations, the College has begun with training supervisors. A "Stepping into Supervisor" series was recently held and eleven newly appointed supervisors completed the training. One of the sessions was entitled "Communication Dynamics" and focused on understanding and building communication skill sets. Further trainings are planned.*

Strategy 2: Conduct a compensation and salary equity study.

Responsibility: President, Director of Human Resources

Timeline: Study begins Fall 2018 in collaboration with Paypoint. Study/review is completed by May 2019. Budgeting should be drafted in accordance with the budget requirements and included for Board approval in June 2019. Plan implementation at beginning of FY20.

Desired Outcome: Compensation study is completed and implemented to bring Garrett to market standards.

Measures: Focus groups, job descriptions, employee satisfaction

Status: *One of the best ways to attract and retain a qualified, diverse workforce is by offering competitive wages/salary. As of June 2019, Paypoint, the firm hired to complete the study, has completed a job classification phase to review grading for current positions and updated job descriptions, as well as a compensation study to match jobs to internal and external markets. The President has proposed to the Board of Trustees adoption of a four-year rollout of the compensation plan, which will increase compensation \$549,886. FY20 is proposed to fund year 1 of the four-year plan with Board approval.*

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 to 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 2018, minority student enrollment was 23%, 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 indicated in the table below, the average number of African American completers remains consistent with the average number of minority completers throughout the year. The goals and strategies indicated in the sections above with regard to the Thread student and international student recruitment efforts will help address minority student enrollment, while the other goals and strategies with aid in retention and completion rates.

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

Fall to Fall	Fall-Fall Retention Rate 1 st 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
2017-2018	26.5%	-4.7%	9	5
2018-2019			18	15

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. 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 18% of the College's student population is Black/African American (fall 2018 data), at present, the College has no Black (African American) faculty members and only one Black/African American professional staff member. Moreover, due to its location and the demographics of its service area, Garrett College faces some significant challenges in trying to recruit and retain minority faculty and staff. Nevertheless, by using targeted recruitment strategies, the College hopes to be more successful in attracting minority faculty and professional staff. The Director of Human Resources posts job openings on Diversity.com as one strategy to address this concern. 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 and continues to have this a priority goal.

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 diverse student populations, necessary to ensure they are adequately equipped to assist all students in achieving success. As evidenced in the section above, increasing cultural awareness with the campus community and beyond has become a primary initiative in the College's efforts.

The College has two accomplishments to highlight from the 2018-2019 school year. The first is the *Out-Of-Town Student Orientation*, which was an endeavor established through a partnership between the College and the Garrett County Chamber of Commerce. Forty out-of-county resident students were hosted to a welcome reception, which included lunch, ice cream, boat tours and activities on the lake. Additional tours were held to businesses and other locations throughout the county and were attended by approximately six students per trip. The main goal of these efforts were to welcome incoming students and to orient them to the opportunities that the local community can provide.

The second highlight was the *implementation and completion of a foundational course for employees*. The course, which was developed in-house and mirrored the course used for students,

is entitled, "Introduction to Diversity, Cultural Competency, and Social Justice". Topics within the course include diversity, equity, inclusion, language and terminology, social justice, and microaggressions. The course was made part of a larger "Employee Compliance Training" that is completed using Blackboard. As of June 2019, 100% of full-time faculty and staff, and all head coaches had completed the training. The College plans to develop and release further trainings to build upon the skills and knowledge included in the foundational course on a regular basis. Some future topics include: transgendered students, preferred pronouns, and poverty and student success.

V. PROCESS FOR REPORTING CAMPUS-BASED HATE CRIMES

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.

In September of 2018, Garrett College created the Office of Equity and Compliance and adopted an Equity Grievance Policy. The Office of Equity and Compliance oversees the College's compliance with Title IX, Title VI, Title VII, Clery Act, and other federal and state laws, regulations and requirements. The Office of Equity and Compliance serves as a method of recourse to those, be they student, faculty, or staff, who believe that a particular action on the part of a College member has violated accepted or stated institutional practices and standards. Garrett College affirms its commitment to promote the goals of fairness and equity in all aspects of the educational enterprise. All policies below are subject to resolution using the College's Equity Grievance Process (EGP). When the responding party is a member of the College community, the EGP is applicable regardless of the status of the reporting party who may be a member or non-member of the campus community, including students, student organizations, faculty, administrators, staff, guests, visitors, campers, etc.

Any individual who feels they have been a victim of a hate crime or violation of the College's Equal Opportunity, Harassment, and Nondiscrimination policy can file a report with the Office of Equity and Compliance or anonymously by using the *Reasonable Concern* reporting form online.



HAGERSTOWN COMMUNITY COLLEGE

CULTURAL DIVERSITY PLAN

June 2019

INTRODUCTION

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

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

The College’s Mission, Values and Policy

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

Mission

Hagerstown Community College ensures equitable access to affordable high quality educational programs, promotes practices and policies that ensure student success, and fosters innovation and collaboration to strengthen its regional workforce and community cultural development.

Values

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

Diversity Policy

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

The College's Service Area

Being a leader in the community, HCC takes seriously its commitment to recruit students and employees of diverse backgrounds. HCC's credit minority enrollment of 27.6 percent in FY19 exceeded that of the county's minority population (approximately 21.0 percent). Though Washington County became 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 Washington County.

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

WASHINGTON COUNTY, MARYLAND Population by Race and Hispanic Origin			
		Population	% of Total
Total Population (estimates, V2018)		150,926	100.0%
Race	White	125,269	83.0%
	Black/African American	17,658	11.7%
	Asian	2,868	1.9%
	American Indian/Alaskan Native	453	0.3%
	Native Hawaiian/Pacific Islander	151	0.1%
	Two or More Races	4,377	2.9%
Ethnicity	Hispanic/Latino	7,546	5.0%
Minority Status	White alone, not Hispanic or Latino	119,232	79.0%
	Minority	31,694	21.0%

Source: <https://www.census.gov/quickfacts/fact/table/washingtoncountymaryland/PST045218>

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

HCC’s strategic plans have always incorporated goals and action plans for a diverse student body and workforce. HCC annually updates through its unit planning process the strategic plan, revising and adding objectives and action plans as institutional priorities change or are added. *The College, through its 2022 Strategic Plan, addresses the importance of diversity and multiculturalism by establishing specific goals (2, 3, 4, and 5), objectives and action plans.* In doing so, HCC continues to improve its planning/evaluation model and bring about positive change related to improving cultural diversity among students, faculty and staff. Bulleted below each relevant goal of the 2022 Strategic Plan are updates regarding progress with impact on cultural diversity made since FY18.

Institutional policy statements provide the overarching foundation for these plans. The Board of Trustees established policies to address issues of diversity, integrity and respect across campus. These policies include: Anti-Discrimination (Policy #4042); Academic Integrity (Policy #4045); Credit for Life Experience (Policy #4017); Discrimination and Harassment (Policy #5032); Expressive Activity (Policy #8068); Sexual Harassment (Policy #8070A) and the Equal Employment Opportunity (Policy #5003). Recognizing the importance of this topic, the Human Resources (HR) Department implemented an electronic version of annual recertification training on discrimination and harassment for all employees.

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 (FY18-FY22)
 - 2.8b Promote multicultural sensitivity in the classroom among faculty and students (FY18-FY22)
 - 2.8c Develop interactive teaching and learning models that expand student knowledge of and appreciation for multiculturalism, including faculty and student panel discussions, and other College and community events (FY18-FY22)
 - 2.8d Develop new courses and update curricula to reflect a diversified worldview (FY19)
 - 2.8e Exhibit a diverse representation of student and employee images in all advertising (FY18-FY22)

Accomplishments in FY19 related to Cultural Diversity:

- Recognizing the importance of embracing diverse cultures in instruction, HCC offers diversity to its Emerging Issues and Interdisciplinary General Education category, thereby requiring that all degree-seeking students take at least one three-credit course pertaining to multiculturalism and diversity. Examples of relevant course titles include Cultural Anthropology, Latin American History, World Regional Geography, World Religions, Understanding Diversity in the Helping Profession, Diversity and Cultural Issues in Sports and Athletics, and Race and Ethnic Relations in the United States.
- Student organizations oriented toward increasing awareness of diversity, races and cultures include the Black Student Union and International Club. Other student organizations are encouraged and supported as student leadership arises.
- The Continuing Education and Business Services division of the College offers a Spanish Drivers Education course.
- ELL-101, English Composition for English Language Learners, was implemented and maintained steady 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:

3.3c Develop strategies to continue the growth of minority student enrollments (FY18-FY22)

3.3d Develop and maintain ESL curricula in ABE, developmental, and college-level courses (FY19-FY22)

3.3j Continue to provide financial literacy as part of loan counseling and present workshops to selected student groups (FY18-FY22)

3.3o Partner with local and regional veterans' organizations to encourage use of credits and benefits earned while in service to complete an associate degree (FY18-FY19)

3.5 Provide special services to reach out to underserved populations

Action Plans:

3.5a Monitor the effectiveness and make improvements to student services programs that assist at-risk students (FY19)

3.5b Implement marketing initiatives specifically targeted at underserved populations (FY18-FY20)

3.5d Strengthen the ABE / GED / EDP programs (FY18-FY22)

3.5e Expand credit and credit-free short term training programs for those entering the job market or making a career change (FY18-FY-22)

3.5f Continue to serve the prison populations at the five Western Maryland prisons by providing computer and vocational training (FY18-FY22)

3.5g Enhance Library and Learning Support Center support for adult literacy programs and ESOL (FY18-FY19)

Accomplishments in FY19 related to Cultural Diversity:

- The College's minority student enrollment in FY19 was 27.6 percent, reflecting a higher degree of ethnic and racial diversity than found in the county (approximately 21.0 percent).

- The full-time Multicultural Recruiter position encourages prospective minority students to enroll in either adult education courses, credit courses, or non-credit courses.
- The Continuing Education division continues to serve traditionally underserved populations through training (e.g., forklift safety at the Washington County Family Center, Spanish Drivers Education course, etc.).
- The Director of Financial Aid hosts workshops for low income, at-risk students to encourage participation in higher education by covering federal and state financial aid programs, concerns about borrowing and important deadlines. Additionally, HCC has an additional source of student financial aid via its Opportunity Fund for those who do not qualify for Pell grants or who require additional financial assistance.
- Events sponsored by HCC to promote multiculturalism and understanding throughout the year included the Martin Luther King, Jr. Celebration of Diversity, co-sponsoring the annual Hispanic Festival, Chinese New Year Celebration, Black History Month Celebration, Women’s History Month Celebration, Pride Week Celebration, and Irish-American Heritage Celebration. Support for student diversity is also evidenced by the range of extra-curricular student clubs and organizations offered through the Student Activities Office, which include the Black Student Union and International Club. The SGA Program Board sponsored activities for Hispanic Heritage Month, Native American Heritage Day, and a Carols from Around the World Holiday Celebration.
- Two of the College’s programs use a case management approach to help remove barriers and providing support for learning. Both the Job Training Student Resources (college funded) and TRiO Student Support Services (grant funded) programs work closely with at-risk students to help them persist, complete their courses and graduate. Both programs serve high-risk populations, of which over 30 percent fall into a minority group.
- The College’s administrative reorganization to address enrollment growth, sustainability, and student success to enhance a diversified set of programs and services to serve many different types of students continues to evolve successfully, with overall credit enrollment continuing to show signs of improvement after a couple years of decline.

2022 Strategic Goal 4 – Expand Community and Workforce Development, Strategic Partnerships and Alliances

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

Action Plans:

- 4.4d Collaborate with the Bester Community of Hope by providing on-site educational programs for participants (FY18-FY22)
- 4.4e Expand credit-free arts and cultural programs that meet the needs of the community (FY18-FY22)
- 4.4f Plan and sponsor community information forums on issues facing the HCC service area (FY19-FY22)
- 4.4g 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 (FY18-FY22)

Accomplishments in FY19 related to Cultural Diversity:

- HCC provides county leadership for the annual Martin Luther King, Jr. / Diversity Celebration, which has been held annually on campus since 2004.

- The College has been the co-sponsor of annual Hispanic festival since 2008. The Hispanic organization that co-sponsors the event uses funding from the event to support scholarships for Hispanic students attending HCC.
- HCC's adult education GED program enrolls approximately 50 percent minority students.
- In April 2019, HCC hosted a free community panel discussion event promoting awareness of the opioid epidemic that is affecting the nation and the HCC service area in particular.
- Arranged field trips to both the Holocaust Museum and National Museum of African American History in Washington, DC.
- The College participated in the Maryland Males Students of Color Summit with both students and employee participants.
- The Student Government Association, in partnership with the Robinwood Players (theater club) sponsored HCC's first Pride Week in April.

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:
- 5.1a Develop policy recommendations as needed through the Human Resources Committee for improved employee recruitment, selection, and orientation (FY18-FY22)
- 5.3 Promote and provide professional development opportunities to enhance employee performance
Action Plans:
- 5.3f Develop and promote civility and multicultural awareness for all employee and volunteer groups (FY18-FY22)
- 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 (FY18-FY22)

Accomplishments in FY19 related to Cultural Diversity:

- In fall 2018, six (7.5 percent) full-time faculty identified themselves as minorities, compared to one a decade ago. Of all full-time non-faculty employees, 10.1 percent identified themselves as minorities in fall 2018, which is a slight increase from previous 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 FY19 was 27.6 percent, reflecting a higher degree of ethnic and racial diversity than found in the county (approximately 21.0 percent). Black/African American students, the largest minority group on campus, comprised 12.2 percent of all FY18 enrollments. Additionally, Hispanics/Latinos comprised 6.7 percent of enrollment, which is two percent higher than their proportion in Washington County. Table Two depicts unduplicated headcount enrollment in credit programs by race and ethnicity for FY 2014 through FY 2018.

Table Two
Unduplicated Credit Enrollment by Race, Ethnicity and Minority Status
FY 2015 – FY 2019

HAGERSTOWN COMMUNITY COLLEGE							
Fiscal Year Credit Enrollment by Race, Ethnicity, and Minority Status							
		FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	% Growth FY 15 to FY 19
Total Headcount		6488	6007	5794	5737	5755	-11.3%
Race	White	5027	4677	4422	4343	4257	-15.3%
	Black/African American	723	615	686	700	769	6.4%
	Asian	143	140	139	133	134	-6.3%
	American Indian/Alaskan Native	27	22	23	21	20	-25.9%
	Native Hawaiian/Pacific Islander	16	14	14	13	17	6.3%
	Two or More Races	266	284	272	279	305	14.7%
	Unknown/Not Reported/Indeterminate	286	255	238	248	253	-11.5%
Ethnicity	Hispanic/Latino	375	346	374	386	401	6.9%
Minority Status	Non-Minority	4723	4382	4140	4032	3904	-17.3%
	Minority	1484	1364	1439	1468	1586	6.9%
	Indeterminate	281	261	215	237	265	-5.7%
Minority % of Credit Students		22.9%	22.7%	24.8%	25.6%	27.6%	20.5%

Source: Office of Planning and Institutional Effectiveness, 5/31/2019

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

Celebration, and Irish-American Heritage Celebration. Support for student diversity is also evidenced by the range of extra-curricular student clubs and organizations offered through the Student Activities Office, which include the Black Student Union and International Club. The SGA Program Board sponsored activities for Hispanic Heritage Month, Black History Month, Chinese New Year and Irish-American Heritage Month.

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

The Director of Financial Aid hosts workshops for low income, at-risk students selected by high school counselors. This outreach effort is designed to encourage participation in higher education by covering federal and state financial aid programs, concerns about borrowing and important deadlines. The results of these efforts are demonstrated by an increase in unduplicated numbers of minority students receiving financial aid as seen in Table Three. In FY18, over 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 continued to close considerably in recent years. In FY14, 70.0 percent of minorities received financial aid, compared to 60.7 percent of non-minorities (a 9.3 percent difference). In FY18, the gap closed to just 1.3 percent, with 72.3 percent of minorities and 71.0 percent of non-minorities receiving some form of financial aid.

Table Three
Students Receiving Financial Aid by Race, Ethnicity and Minority Status: FY 2014 – FY 2018

HAGERSTOWN COMMUNITY COLLEGE											
Students Receiving Financial Aid by Race, Ethnicity, and Minority Status											
		FY 2014		FY 2015		FY 2016		FY 2017		FY 2018	
		Headcount	% Receiving Financial Aid	Headcount	% Receiving Financial Aid	Headcount	% Receiving Financial Aid	Headcount	% Receiving Financial Aid	Headcount	% Receiving Financial Aid
Race	White	5321	61.1%	5027	66.4%	4677	66.4%	4422	66.4%	4343	69.1%
	Black/African American	727	74.1%	723	74.8%	615	75.0%	686	68.5%	700	74.6%
	Asian	129	48.8%	143	56.6%	140	52.9%	139	60.4%	133	61.7%
	American Indian/Alaskan Native	30	70.0%	27	77.8%	22	68.2%	23	73.9%	21	90.5%
	Native Hawaiian/Pacific Islander	14	71.4%	16	18.8%	14	35.7%	14	57.1%	13	61.5%
	Two or More Races	239	77.8%	266	71.4%	284	72.2%	272	78.7%	279	73.1%
	Unknown/Not Reported/Indeterminate	294	58.5%	286	62.6%	255	58.8%	238	63.0%	248	70.6%
Ethnicity	Hispanic/Latino	338	64.2%	375	66.7%	346	64.5%	374	65.2%	386	72.3%
Minority Status	Non-Minority	5041	60.7%	4723	66.3%	4382	66.0%	4140	66.4%	4032	71.0%
	Minority	1428	70.0%	1484	70.0%	1364	69.3%	1439	68.5%	1468	72.3%
	Indeterminate	285	63.2%	281	65.8%	261	67.0%	215	66.5%	237	36.3%
Total		6754	62.8%	6488	67.1%	6007	66.8%	5794	67.0%	5737	69.9%
<i>Office of Planning and Institutional Effectiveness, 5/31/2019</i>		<i>Source: MHEC FAIS Reports, FY 2014 - 2018</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 catalyst for diverse social, ethnic, and educational experiences. Faculty and administrative position vacancies are typically advertised through minority resources such as Minority Resources Edition of Equal Employment and Civil Rights Journal, and National Minority Update. Additionally, the HR Recruitment Specialist attends job and career fairs that typically attract large numbers of minorities at locations such as Bowie State University, Morgan State University, Coppin State University and Fort Detrick, Maryland.

The College is benefiting from the aforementioned recruitment efforts to increase diversity in hiring faculty to provide role models for the increasingly diverse student population. According to the fall 2018 EDS report, 9.4 percent of all full-time employees identified themselves as a minority. Of full-time faculty, there were six minorities (7.5 percent), which is an improvement from the last three years. Of all non-faculty full-time employees in fall 2018, 21, or 10.1 percent, were minorities, a percentage that has remained relatively flat over the last six years. Facing the challenge to recruit full-time faculty and administrators of color to provide positive role models and to help create a culturally diverse environment is an institutional priority. The region lacks cultural and ethnic opportunities, as well as a significant professional minority population found in the urban and metropolitan areas.

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

PROCESS FOR REPORTING CAMPUS-BASED HATE CRIMES

The safety and security of the College community are of vital concern to Hagerstown Community College. Hate crimes manifest evidence of prejudice based on race, religion, sexual orientation, gender, gender identity, disability, ethnicity, or national origin. As part of the efforts to control crime on the campus and to assure a safe environment for students, faculty and staff, the HCC Police Department prepares an Annual Security Report in compliance with 20 United States Code section 1092 (f), the “Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.” The report reflects policies and services designed to provide a safe environment and set a standard of conduct which is most conducive for a safe college campus. The Campus Crime Statistics Act mandates the manner in which statistics are collected and the format in which statistics are published. The categories related to hate crimes on campus include race, gender, religion, sexual orientation, ethnicity and disability. *Since the implementation of the Jeanne Clery Disclosure Act, HCC has had no reportable incidents of any hate crimes.*

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

**Progress Report on the *Plan for a Program of Cultural Diversity*
Submitted to the Maryland Higher Education Commission**

HARFORD COMMUNITY COLLEGE

September 3, 2019

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 (HCC) has valued diversity since its inception more than 60 years ago. The HCC Cultural Diversity Committee (CDC), 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 Plan for a Program of Cultural Diversity 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; and
8. Serve as a clearinghouse and communications center for activities relating to cultural diversity on- and off-campus.

The CDC's most recent Plan for Improving Cultural Diversity, 2017-2020, was developed based on past plans as well as an assessment of current needs on campus. The plan simplifies and streamlines the efforts to improve cultural diversity by proposing the following two goals: 1) Increase campus dialogue on and engagement in critical cultural diversity issues, with an emphasis on deliberate civility reflective of Harford Community College values, and 2) Employ a variety of assessment methods to understand the campus cultural diversity climate. Both goals are supported by a series of strategies in order to achieve progress.

In 2018-2019, the Cultural Diversity Committee also implemented several changes that incorporate the values of inclusion and equity into its Plan for Improving Cultural Diversity on campus. In the spring of 2019, the CDC voted to change its name to the Diversity, Inclusion, Culture, and Equity (DICE) Committee to reflect this new, deliberate emphasis.

Review of Diversity Goals

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 DICE Committee plans to offer regular professional development for faculty and staff in critical areas to include Safe Zone training, culturally responsive instructional methods, and closing achievement gaps, as well as critical emerging diversity issues.

The Safe Zone Committee was established to improve the campus climate and promote equity for LGBTQ+ students, staff, and faculty. Safe Zone Committee members also serve on DICE, and regularly offer two levels of Safe Zone training to employees. Recently, DICE and the Safe Zone Committee were invited by the Office of Human Resources to consult on re-imagining the College's New Employee Orientation (NEO). NEO is a comprehensive program for employees who have recently been hired by HCC. The newly-redesigned orientation is one week in length and includes two full workshops on Equity and Inclusion, as well as the first level of Safe Zone training. The first Equity and Inclusion training session for NEO was held in July 2019, with the majority of respondents requesting additional training on these topics. NEO Equity and Inclusion and Safe Zone training will be offered to the campus community beginning in August 2019; interested employees can sign up for a training session through the online training calendar. In the same manner, DICE will also implement follow-up Equity and Inclusion training sessions in Fall 2019.

Additionally, in May 2019, members of DICE offered a session at the daylong faculty professional development workshop "Celebration of Teaching and Learning," sponsored by the College's Center for Teaching and Learning Excellence (CETL). The session was a highlight and review of the ways in which the Committee implemented its Country of Focus program (see more below), as well as an open call to faculty inviting them to participate in the Country of Focus program in the next academic year. DICE also specifically reached out to advisors from the College's non-credit division who work with GED and high school students, to confirm that this segment of the student population might also benefit from infusing the curriculum with an international focus.

Strategy 2: The DICE Committee works to increase opportunities for dialogue on critical cultural diversity issues through a variety of programming.

DICE continued its work this year in providing monthly content for its "Cultural Diversity Corner" column in *The Parliament Call*, the newsletter of the Office of Academic Affairs. This year, the column highlighted topics such as gender pronouns, Women's History Month, supporting veteran students in the classroom, and the importance of international education. The column invites the campus community to implement suggested activities, reflect on specific questions, and send feedback to DICE. Though *The Parliament Call* was unfortunately halted in March 2019 when the Vice President who originated it resigned, the "Cultural Diversity Corner" will continue as a feature in the campus's weekly newsletter, *News and Whooo's*. In addition, DICE plans to build a webpage for its work, on which it will archive all past columns.

Additionally, the DICE Committee will offer a webinar on equity and inclusion at the faculty Professional Development Day (now referred to as "Faculty Homecoming") that will be held on August 21, 2019, prior to the start of the fall semester.

Finally, a successful guest lecture on the topic of Syria was held in the spring semester (more below).

Strategy 3: *The DICE Committee strives to work with faculty to embed diversity in curriculum to help students to think globally, reinforcing the importance of factual information.*

The DICE Committee continued its discussion with the Accessibility Committee to implement a Universal Design for Learning study on campus.

DICE also had a successful year in implementing its Country of Focus program; this program highlights one country every academic year and helps faculty bring issues related to that country into their classes. The country selected is usually one that has been featured in national and international news, with the intent of making current affairs more accessible to students. This year, the country selected was Syria. Faculty found multiple and interesting ways to use materials related to Syria in psychology, economics, sociology, English, history, and literature classes. For example, psychology students studied the trauma suffered by refugees of civil war, while literature classes studied poetry in translation by Syrian poets. History students used Virtual Reality goggles to “visit” historic sites in Syria, while research writing students compared op-eds in major American newspapers that took opposing views on the current Syrian civil war.

To prepare faculty, the Committee held an introductory session in August for Professional Development Day, and also organized a Professional Learning Community (PLC) in conjunction with CETL. The PLC was a learning community in which faculty shared ideas for how to implement the Country of Focus in that academic year and collaborated on sources. The campus Library compiled a detailed LibGuide on Syria, while the Committee built a Blackboard course in which to post PowerPoints, assignment sheets, and other materials created by College faculty and staff. DICE plans to continue the collaboration with CETL this year for August’s Faculty Homecoming, which will feature an introductory session for the Country of Focus for the 2019-2020 academic year. The new country of focus will be Honduras, which was chosen by DICE through a unanimous vote.

In relation to its Country of Focus program, the DICE Committee held a very successful presentation and lecture on campus by Syrian-American journalist and civil rights lawyer Alia Malek. Malek is a journalist for magazines such as *The Nation* and papers such as *The New York Times*, as well as the author of *The Country That Was Our Home: A Memoir of Syria*. Over 100 people attended her presentation—more than double what was expected—and the event drew attendees from campus, the local community, and beyond. It was a highly successful event; students from several different courses participated, as several professors had linked assignments in their courses to the presentation, and many community members said they had attended because the Syrian civil war is in the news and they wanted to learn more.

Strategy 4: *The Committee seeks to define and support mechanisms for augmenting student engagement in issues of diversity.*

The Committee continues its commitment to HCC’s status as an Achieving the Dream (ATD)

campus. DICE is especially committed to one of the seven ATD capacities: *equity*. The Cultural Diversity Committee's decision to change its name to the Diversity, Inclusion, Culture, and Equity Committee was in fact inspired by ATD's emphasis on equity. During the College's strategic planning process, which took place during the 2018-2019 academic year, DICE advocated for changing the proposed value of "Diverse Perspectives" to "Equity and Inclusion" instead. DICE argued this change was critical to provide symmetry between the new strategic plan and the ongoing ATD initiative, both of which are committed to eradicating attainment gaps based on income, race, gender, and ethnicity. The value of "Equity and Inclusion" was adopted into the College's new strategic plan, which took effect on July 1, 2019.

DICE has also begun collaborating with a group on campus that is drafting a concept paper to establish an Equity and Inclusion Center at HCC; the plan is to move the proposal forward in the 2019-2020 academic year.

DICE also administered a student survey in the Fall 2018 semester to gauge areas in which the Committee might be able to engage students on issues of diversity (more below).

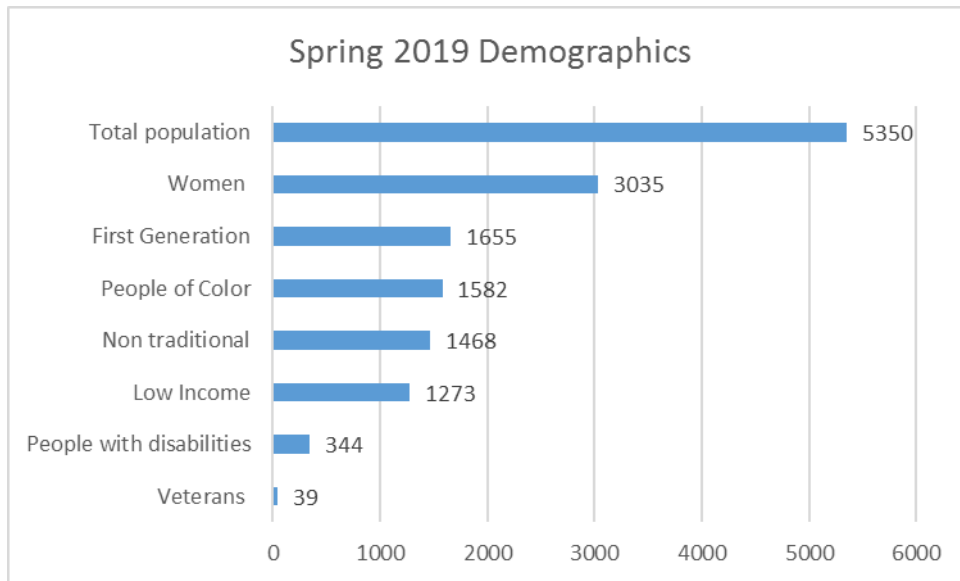
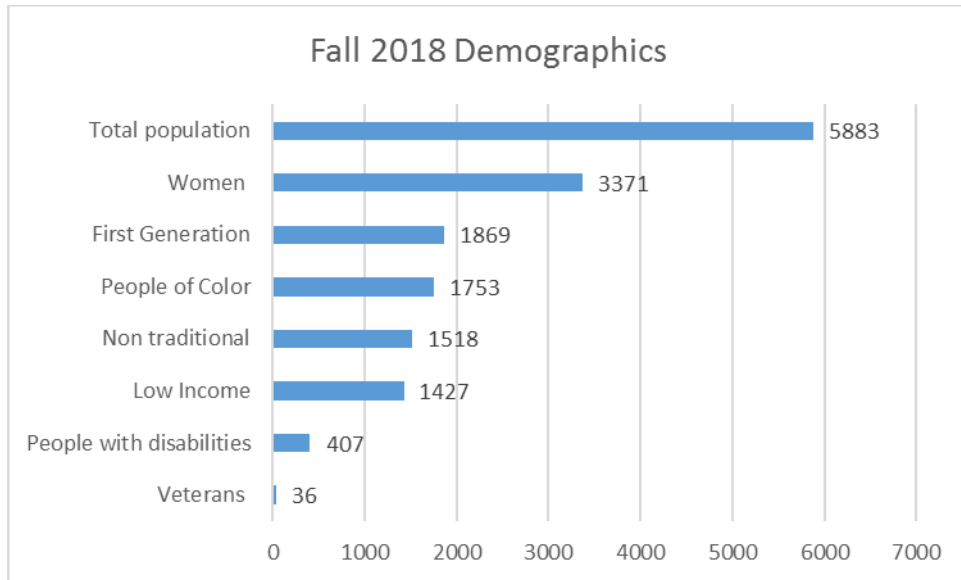
Finally, DICE continues to co-sponsor and collaborate on programming on campus that increases student awareness of diversity.

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.*

As planned, DICE implemented a campus-wide Fall 2018 survey of students to assess their awareness and/or concerns regarding diversity on campus. The survey used the same questions asked in the 2014 survey, but added some additional questions (based on surveys administered to students by other Maryland schools, including the University of Maryland-College Park). Additionally, a text comment box was included for each question so that students would feel free to add to or clarify questions and responses as they saw fit.

The survey was considerate of the current campus demographics of groups who have been traditionally and historically marginalized (see Fall 2018 and Spring 2019 bar graphs below):



The DICE Committee completed the analysis of the Fall 2018 survey data and compared results to the Spring 2014 survey data (more details are listed in Appendix D of this report). The following points highlight key findings from the analysis:

1. Overall, there do not seem to be glaring issues signifying problems with the campus’s cultural climate. Students generally reported that they feel diversity at HCC is “Valued and Practiced,” which is a consistent finding in both 2014 and 2018. Students also largely reported the following:
 - a. HCC provides a free open and welcoming environment.
 - b. Students from different racial and ethnic backgrounds interact well at HCC.
 - c. Students feel comfortable expressing their racial and/or cultural identity at HCC.

2. Additionally, students were asked the following question: “What improvements, if any, can be made to enhance the level of acceptance and sensitivity for diverse students?” The following themes were reported:

Theme	Comment count
Race and ethnicity	28
Religion	5
Staff, faculty and classroom	55
Student life	66
Discussion	20
Gender	8
Age	11
Disability	6

It should be noted that the most prevalent theme was the “Student Life” theme. Overall, students called for more cultural events, discussions about race, and activities—and even recommended a cultural center as well.

3. Students were also asked the following question: “Within the past year, I have witnessed discrimination (for example, insulting or disparaging remarks) against others based on [Check all that apply].” It should be noted that this question is asked in a general manner and does not refer to instances of discrimination at HCC specifically. Overall, the majority of students stated they have not witnessed any such remarks. However, there was an increase in students reporting that they witnessed remarks about “Race” from 12.9% in 2014 to 16.4% in 2018. These results underscore the importance of promoting continued education and dialogue around these issues at HCC and within the larger community.
4. We can conclude with quantitative evidence that students of color at HCC feel comfortable saying what they think about issues related to race, ethnicity, sexual orientation, gender identity, religion, difference in abilities, age, political views, and/or economic status and feel they belong at HCC at a statistically identical rate to white students. However, the survey also demonstrates (with more than 99.999% confidence) that students of color:
- Feel there are expectations about their academic performance;
 - Feel they are expected to represent their group;
 - Feel that there are no faculty members who represent their group; and
 - Feel that they are the only person of their group more often than do white students.

These will be themes/areas for the DICE Committee to work on in the 2019-2020 academic year, and to share with other departments and programs on campus.

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 is still working on ways to implement it.

Strategy 3: The Committee will work with others on campus to establish a process for capturing and responding to information regarding campus cultural diversity climate incidents.

DICE has an agreement with the Office of Public Safety to funnel news about hate crime incidents to DICE in order to track whether trends on campus are emerging. The current process on reporting hate crimes is attached to this report.

Efforts to Support Underrepresented Students

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

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 white students. While the program is open to all students, newly-enrolled African American students are specifically 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 zero 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 affiliated Soar2Success Program.

For most semesters, students who complete academic coaching are retained at higher rates from fall to fall, persist at higher rates from fall to spring, and earn higher grade point averages (GPAs) than comparison populations comprised of students who did not complete academic coaching.

In fiscal year 2020, the My College Success Network will expand its focus from primarily African American students to all students of color. Brochures, marketing materials, and program updates are underway to ensure inclusion and support for all students at Harford Community College.

My College Success Network Student Academic Achievement

Semester	MSCN Academic Coaching Student GPA	Comparison Group of Students GPA
Fall 2014	2.39	2.12
Spring 2015	2.05	1.85
Fall 2015	2.19	1.99
Spring 2016	1.79	1.96
Fall 2016	2.57	1.51
Spring 2017	2.70	2.00
Fall 2017	2.40	2.00
Spring 2018	2.24	2.21
Fall 2018	2.41	2.25

Retention and persistence rates for MCSN students also show promise. Retention and persistence rates for the academic coaching cohort exceed those of the comparison group for most semesters:

My College Success Network Fall-to-Spring Retention Rates

Cohort	Timeframe	Retention Rate
MCSN academic coaching students	Fall 2014-Spring 2015	93%
All new HCC African-American students	Fall 2014-Spring 2015	73%
All new HCC students	Fall 2014-Spring 2015	78%
MCSN academic coaching students	Fall 2015-Spring 2016	90%
All new HCC African American students	Fall 2015-Spring 2016	72%
All new HCC students	Fall 2015-Spring 2016	80%
MCSN academic coaching students	Fall 2016-Spring 2017	83%
All new African American Students	Fall 2016-Spring 2017	75%
All new HCC Students	Fall 2016-Spring 2017	80%
MCSN academic coaching students	Fall 2017-Spring 2018	75.8%
All new African American Students	Fall 2017-Spring 2018	70.4%
All new HCC Students	Fall 2017-Spring 2018	80.6%
MCSN academic coaching students	Fall 2018-Spring 2019	89%
All new African American Students	Fall 2018-Spring 2019	68.9%
All new HCC Students	Fall 2018-Spring 2019	77.6%

My College Success Network Fall-to-Fall Retention Rates

Cohort	Time Frame	Retention Rate
MCSN academic coaching students	Fall 2014-Fall 2015	54%
New African-American students	Fall 2014-Fall 2015	42%
MCSN academic coaching students	Fall 2015-Fall 2016	43%
New and continuing African American students	Fall 2015-Fall 2016	38%
MCSN academic coaching students	Fall 2016-Fall 2017	50%
New African American Students 1-3 Transitional Need	Fall 2016-Fall 2017	49%
MCSN academic coaching students	Fall 2017-Fall 2018	42%
New and continuing African American Students	Fall 2017-Fall 2018	44%

Furthermore, the HCC **Learning Center** provides support to currently-enrolled students in credit and continuing education courses. The data listed in Appendix C represents the percentage of students served by race/ethnicity for the Fall 2017 and Fall 2018 terms. A comparison of the data by terms shows that in Fall 2018 the Learning Center assisted a higher percent of minority students compared to the Fall 2017 term. African American students were the highest minority population served in both semesters.

Efforts to Recruit and Retain Diverse Employees at HCC

Harford Community College values diversity among its faculty and staff. According to the most recently available institutional data, of the 961 college employees (staff, administrators, and faculty), 14.9% are minorities (see chart below).

Employee Class	Caucasian		Minorities		TOTAL
	#	%	#	%	
Admin	26	89.7%	3	10.3%	29
Credit Faculty	275	89.3%	33	10.7%	308
Noncredit Faculty	98	89.9%	11	10.1%	109
Staff	419	81.4%	96	18.6%	515
TOTAL	818	85.1%	143	14.9%	961

As a college, we continue to work toward the goal of increasing this number. We have set a benchmark of 20% by Fall 2020.

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*' 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 College's rate of minority employees has increased from 14.3% to 14.9%; the number of minority credit faculty has increased from 30 to 33, while the number of noncredit faculty has increased from 8 to 11.

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 Office of Human Resources 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 on search committees to demonstrate a commitment to inclusion and educational equity.

In addition, the Office of Human Resources is considering the possible implementation of two new initiatives. The first is an HCC branding initiative at assorted conferences or professional events in which faculty and others participate, as a way of promoting HCC to potential job candidates from underrepresented groups. This idea was first presented at a meeting of the Talent Management Committee, a group of faculty, staff, and administrators who work on, among other issues, ways of attracting and retaining diverse employees. The College is also determining further resources for participating in statewide recruiting events with the Human Resources MACC professionals' affinity group.

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 Soar2Success's activities and events over the 2018-2019 academic year include:

ICanSucceed - September 2018

ICan Succeed is a half-day empowerment program where students hear from graduates, returning students, faculty, and staff about how to navigate the academic and social demands of college. Students are strongly encouraged to attend. This year's keynote speaker was Jullien Gordon, co-author of *The Other 4.0 That Really Matters* and *No All-Nighters*.

***The Making of the King Holiday* - January 2019**

The documentary highlights the life of Dr. Martin Luther King and the movement that led to congressional legislation establishing his birthday as a national holiday. The film features Coretta Scott King, Stevie Wonder, and other activists.

***HerStory: Amazing American Women Pioneers* - February 2019**

Through the use of live music, narration and archival video, this exhibit celebrated pioneers who overcame enormous odds and changed the course of history. The work highlighted legends like Ida B. Wells, Mary Church Terrell, Susan B. Anthony, Elizabeth Stanton, Sojourner Truth, Sara Winnemucca, Sonia Sotomayor and others. In addition to the theatrical production, wax figures were on loan from the National Great Blacks in Wax Museum of Baltimore MD. Documentaries on the lives of Ida B. Wells and Mary Church Terrell were shown throughout the semester. This event was sponsored by Soar2Success in conjunction with the Hays-Heighe House exhibit *Votes for Women: Taking Our Place in Politics*.

Presentation from King Peggy - November 2018

Peggilene Bartel was working as a secretary at the Embassy of Ghana in Washington, DC, when she was told she had been chosen King of Otum, a fishing village of 7,000 people. Born in Ghana and now a naturalized U.S. citizen, Bartels had visited relatives but had never lived in Otum and was not prepared for the news that she had been chosen to succeed her uncle, the late king. Going back for centuries, all of the kings had been men. Her story is chronicled in *King Peggy: An American Secretary, Her Royal Destiny, and the Inspiring Story of How She Changed an African Village* and was chosen in 2013 for the One Maryland, One Book read. King Peggy's story is also being considered for a motion picture production. Among her accomplishments as the reigning chief, King Peggy has rebuilt the palace, built a high school, installed a water system, and pledged to empower women to care for their families and communities. A book signing was held immediately following the presentation.

***Green Book* - April 2019**

The "Film For Thought" series showcased *Green Book*, an Academy Award-winning film that tells the true story of an Italian-American who is hired to drive Dr. Don Shirley, a world-class African-American pianist, on a 1962 concert tour to the Deep South, relying on *The Green Book* to guide them to establishments deemed safe for African-Americans. Confronted with racism and danger—as well as unexpected humanity and humor—the two men are forced to set aside differences to survive a journey of a lifetime.

Exploring Unintended Bias: "Social and Personal Identities: Cultural Competency in Action" - April 2019

This session was a collaboration between the Safe Zone, DICE, Disability Support Services, Emerging Leaders, and Student Wellness. The session explored how social identities (race, class,

gender, sexuality, ability, etc.) shape our experiences on campus and in our communities. The workshop focused on the significance of “identities” in our everyday lives, and how they play into social norms, inherent biases, and systems of inequality.

“Choose Civility” Campaign - Fall 2018 and Spring 2019

This campaign was undertaken in conjunction with the Harford County Public Library, Harford County Government, community agencies, and individuals to promote civility. The College’s point-of-contact for the Choose Civility campaign is Ms. Sharoll Love. Accomplishments this year include the following:

- Civility banners purchased and placed in lobbies throughout campus;
- Distribution of lapel buttons, auto magnets and window clings;
- An article in *The Parliament Call* faculty newsletter;
- Sidewalk chalking in front of and along the campus walkways;
- Student reflection on the last act of kindness they provided and received;
- Screening of *Green Book*; and
- Sponsorship of Unintended Bias workshop.

The newly named **DICE Committee** has promoted the value of cultural diversity, equity, and inclusion on the HCC campus in many ways.

- The DICE Committee has continued contributing a regular column, titled “The Cultural Diversity Corner,” to the monthly faculty newsletter, *The Parliament Call*. Each column offers an explanation of the topic, examples of how it affects students and campus life, research about the issue, and “thoughts for reflection” (applying the topic to real-life scenarios in the classroom), all as a way to foster further discussion. *The Parliament Call* was discontinued in March due to administrative leadership changes, but the column continues as a regular feature in HCC’s campus newsletter, *News and Whooo’s*.
- After the success of the Syria-themed event with journalist Alia Malek as part of the Country of Focus program, the DICE Committee has decided to host a speaker every spring to discuss that year’s country. In 2019-2020, the Committee has selected Honduras as the Country of Focus. The DICE Committee will also be organizing a PLC around this topic, to encourage faculty to embed the country in their courses and curricula.
- The DICE Committee works closely with CETL to hold regular professional development sessions for faculty around the topics of diversity, equity, and inclusion.
- DICE has worked on creating a webpage, which will feature an “Equity and Inclusion Statement” (which is still being crafted in conjunction with the ATD team, administration, and other constituencies on campus). DICE has also implemented some technology improvements, moving much of its work to a new online forum in Microsoft 365 SharePoint and Teams, which allows committee members to edit documents and take surveys and polls.
- DICE has a representative on the campus’s newly formed Talent Management Committee, which seeks to review diversity in the hiring process and to ensure fairness and transparency in promotion.

List of Appendices

- A. Campus Process for Reporting of Hate-Based Crimes
- B. Articles from the “Cultural Diversity Corner”
- C. Learning Center Usage Report for Visits by Race/Ethnicity
- D. Comparison of Spring 2014 & Fall 2018 Survey Results

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 from the Office of Academic Affairs)

March 2019

“Women’s History Month” by Dr. Lisa Tittle

March is Women’s History Month (WHM), and this year is particularly special as 2020 is the centennial of the 19 Amendment giving women the right to vote, a right that took 100 years of tenacity and acumen to achieve. According to the National Women’s History Alliance website, this year’s theme for WHM is “Visionary Women: Champions of Peace and Nonviolence.” Honorees this year include Deborah Tucker, the president of President of the Board of Directors of the National Center on Domestic and Sexual Violence; Dorothy Cotton, civil rights activist; and Zainab Salbi founder of Women for Women International. These are three of hundreds of women who work in big and small ways to improve the lives of women all over the world.

Few would argue that knowing the significance of the contributions of women is an important part of history. One characteristic that all of these women share is the courage to use her voice to implement change, reduce marginalization based on gender, and improve access to information, education, and opportunity. The challenge is how to make these contributions relevant to today’s students. How can the typical community college student relate to these daunting accomplishments?

Thankfully, great women are using their voice to implement change all the time although it may not be on such a global scale as earning the right to vote or lobbying for policy that protects victims of domestic violence. Instead these women are raising children, caring for their elderly parents, working two jobs, earning degrees, serving in the armed forces, conducting research, or mentoring others. By adding their story and diversity to the workforce, campus, or neighborhood, these “average” women are also adding their voices and contributing to history as well.

This semester, Hays Heighe House is hosting several events to highlight women’s achievements and their contributions to society in areas such as politics, journalism, and literature. Please encourage your students (and yourself, of course) to attend. You can access the schedule of events here <http://www.harford.edu/community/hays-heighe-house/events.aspx?o=10>. Be sure to thank the tenacious and intelligent women who collaborated to bring these educational opportunities to campus so that people could learn about voices from the past who shaped the future.

February 2019

“Choose Civility,” by Sharoll Love

In the spring of 2017 Harford Community College (HCC) articulated its vision on diversity and inclusion as “. . . *active, intentional, and ongoing engagement . . . with the purpose of expanding knowledge, cognitive sophistication and empathetic understanding . . .*”

This fall, HCC joined Harford County Public Library (HCPL), Harford County Government, and other organizations and individuals throughout the county to embrace and amplify civility. Modeled on Howard County, which began its campaign in 2006, “**Choose Civility**” is a grassroots effort “*designed to uplift our community by promoting respect, restraint and responsibility everywhere in Harford County, including the Internet.*”

Guided by research conducted by P. M. Forni, co-founder of the Johns Hopkins Civility Project, “Choose Civility” promotes thoughtfulness and mindfulness in behavior and speech. At the center of civility is empathy, the capacity to place oneself in another's position.

A few ways civility manifests itself include showing politeness, patience, understanding, empathy, equality and justice. It may be demonstrated by such simple acts as saying hello to classmates and colleagues or by holding the door for someone.

Civility is displayed when someone renders assistance to a person whose car has broken down on the side of the highway or when one helps a person stand up and regain composure after he or she has fallen to the ground!

It is also manifested by refusing to silently witness bullying; by engaging in collective actions that address systemic inequities such as poverty, racism, macroaggressions, anti-Semitism and homophobia; or by supporting victims and survivors of sexual assault.

Finally, there is a distinct difference between that which is legal and that which is moral.

In February, we were honored to have Civil Rights Legend Rev. C. T. Vivian on campus.

In service to humanity and exemplifying extraordinary civility, he, along with Dr. King, spent their lives dismantling de-jure segregation, addressing poverty and seeking justice for the oppressed.

“Civility” messages will continue to appear across the campus quad, as well as in the Library, Darlington Hall, Susquehanna Center, and along Joppa Hall walkways. Banners have been placed in campus buildings, and information tables have been set up in the Student Center for the distribution of auto magnets, buttons and window signs that amplify the message.

Events for next semester include a program that addresses unintended biases and a blockbuster movie highlighting compassion, trustworthiness, tact, restraint, and equality.

If you would like to pick up a car or window decal, or share an idea about a potential program, you may do so by stopping by the Office of Student Life. It is located on the lower level of the Student Center.

In the county, HCPL is sponsoring the **Human Library**, where patrons “borrow” people instead of books, allowing individuals to share their unique experiences; the goal of this dialogue is to answer questions, challenge stereotypes, and promote understanding between the people who make up our community. Ripken Stadium is hosting **The Longest Table**, where one shares a meal with neighbors. Both events are intentional in facilitating interaction with and rethinking assumptions of others.

For more information on these and other events, visit <https://www.hcplonline.org/choosecivility/>

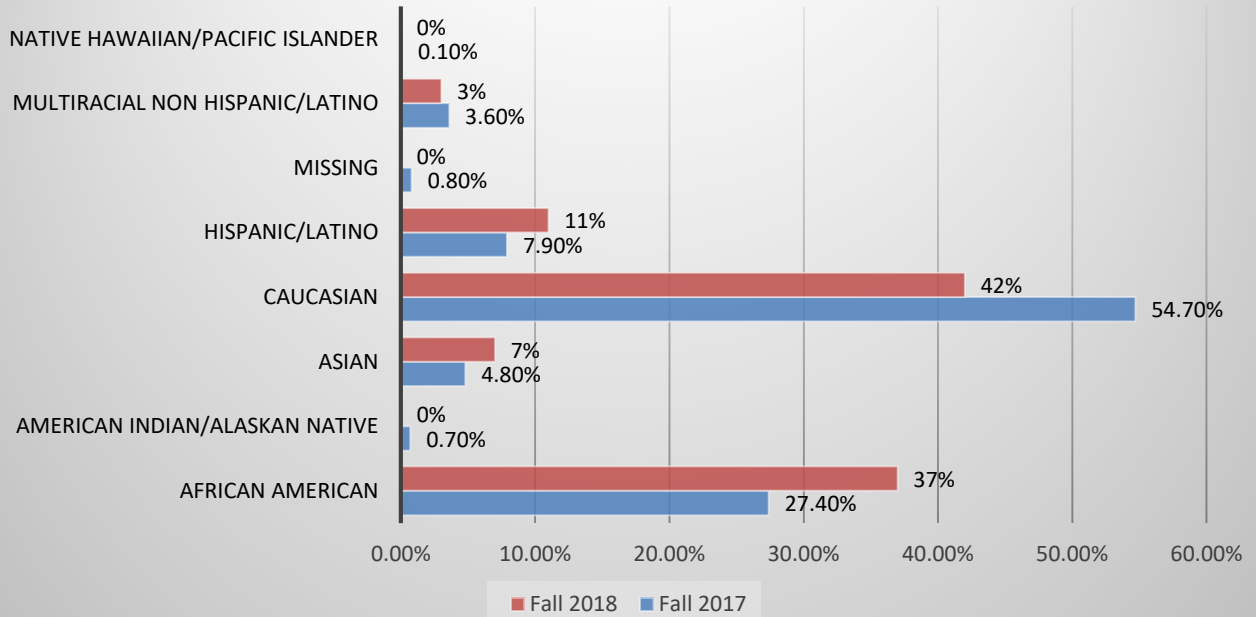
Appendix C: Learning Center Usage Report for Visits by Race/Ethnicity

The Learning Center provides support to currently-enrolled students in credit and continuing education courses. The following data represents the percentage of students served by race/ethnicity for the Fall 2017 and Fall 2018 terms. A comparison of the data by terms shows that in Fall 2018 the Learning Center assisted a higher percentage of minority students compared to the Fall 2017 term. African American students were the highest minority population served in both semesters.

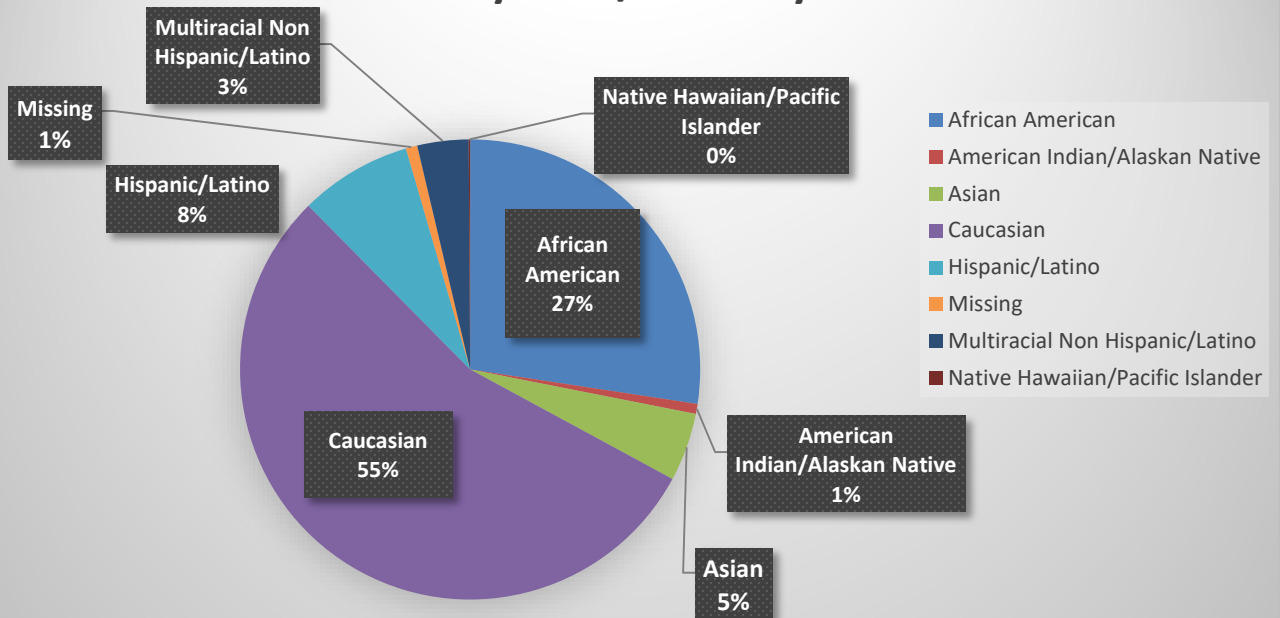
The continued collaboration and partnerships among faculty Student Affairs supports the increase in usage by minority populations. The Learning Center partners with My College Success Network, faculty, and the Athletics, Advising, and Student Life offices to promote and provide learning support services.

Race/Ethnicity	Fall 2017	Fall 2018
African American	27.40%	37%
American Indian/Alaskan Native	0.70%	0%
Asian	4.80%	7%
Caucasian	54.70%	42%
Hispanic/Latino	7.90%	11%
Missing	0.80%	0%
Multicultural Non Hispanic/Latino	3.60%	3%
Native Hawaiian/Pacific Islander	0.10%	0%

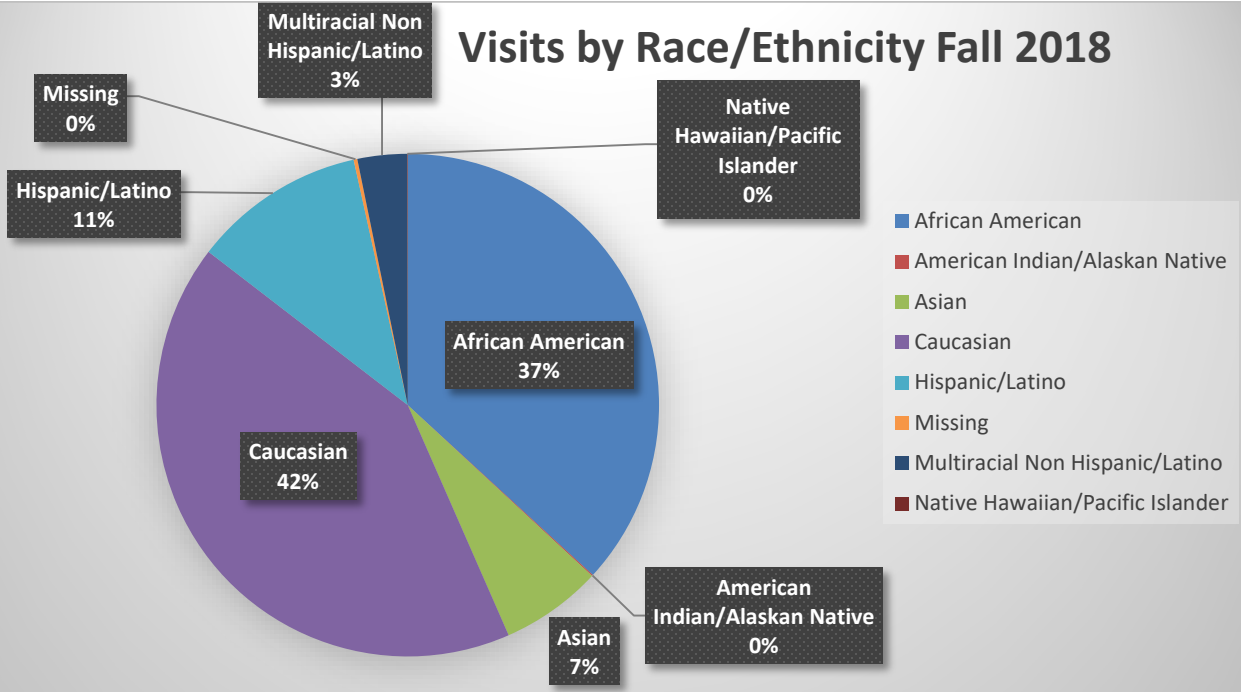
Comparison of Learning Center Visits by Race/Ethnicity Fall 2017 vs. Fall 2018



Visits by Race/Ethnicity Fall 2017



Visits by Race/Ethnicity Fall 2018



Appendix D: Comparison of Spring 2014 & Fall 2018 DICE Survey Results

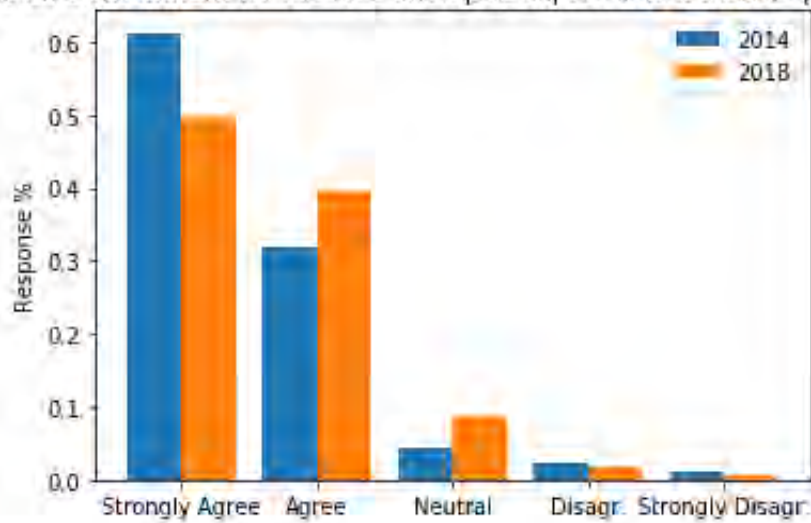
- During the Spring 2014 semester, both students and employees were surveyed regarding their experiences with diversity at HCC using a Likert Scale question format to rate their perceptions. In Fall 2018, students only were surveyed by DICE, as employees were already being surveyed by the larger College on these issues. As previously noted, in Fall 2018, a text comment box was added to every question so students would feel free to add to or clarify questions or responses if they chose to do so. (Please see section 1 for the Fall 2018 survey that was distributed to students through their student email account.) Student incentives were offered for student participation in the survey; students were randomly selected in a drawing to win one of five twenty-dollar gift cards to Wawa.
- The Spring 2014 survey yielded 1121 student responses, whereas the Fall 2018 survey yielded 1008 *reported* student responses (with approximately 809 students actually completing the survey). Nevertheless, it should be noted that the relatively lower response rate does not impact the comparison of results between 2014 and 2018 because both sample sizes are sufficiently large. T-Tests were utilized to discern if there was a significant difference between the 2014 student responses and 2018 student responses. Please note that responses that yielded a significant difference will be reviewed as recommended by the College's Assessment and Planning team (where no significant difference was found, any changes were attributed to chance alone).
- Overall, it is apparent that HCC students feel that diversity at HCC is "Valued and Practiced," which is a consistent finding in both 2014 and 2018. Students also largely reported that HCC provides a free and open and welcoming environment, although there was a slight decrease within these areas when comparing 2014 results to 2018 results. There was a slight increase from 2014 to 2018 in students reporting that they felt comfortable discussing issues of exclusion or bias with their instructor or other employees at HCC, along with an increase in students reporting that they feel most comfortable on campus with people who look and sound like them.

Please note the weighted average is a Likert scale--it represents each question's level of agreement. The scale is as follows:

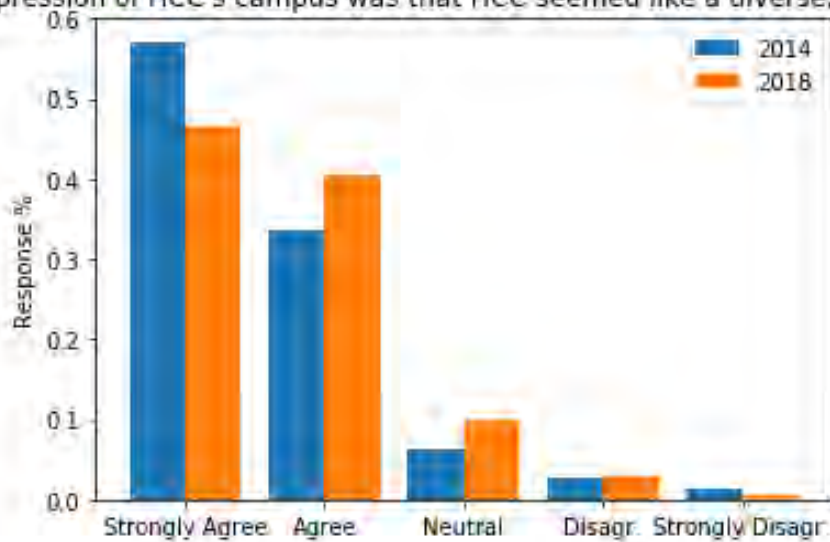
Level of Agreement	Weight
Strongly Disagree	0
Disagree	1
Undecided / Neutral	2
Agree	3
Strongly Agree	4

Please respond to the following statements using your day-to-day	2014	2018		
Answer Options	Wtd Avg	Wtd avg	p-value	Compared to 2014, 2018 response score is/has:
HCC provides an environment for the free and open expression of ideas, opinions, and beliefs.	3.48	3.35	0.00	Significantly lower
My first impression of HCC's campus was that HCC seemed like a diverse, welcoming place.	3.41	3.29	0.00	Significantly lower
At this time, HCC seems like a welcoming environment for people of all races and backgrounds.	3.55	3.44	0.00	Significantly lower
Students from different racial and ethnic backgrounds interact well at HCC.	3.34	3.31	0.40	No significant difference
At HCC, I have been discriminated against due to my race/ethnicity, either intentional or unintentional.	0.71			
At HCC, I have witnessed discrimination due to race/ethnicity, either intentional or unintentional.	0.87			
I feel comfortable discussing issues of exclusion or bias with my instructor or other employees at HCC.	2.89	2.99	0.02	Significantly higher
I feel comfortable expressing my racial and/or cultural identity at HCC.	3.24	3.25	0.91	No significant difference
I feel most comfortable on campus when I am with people who look and sound like me.	1.88	2.27	0.00	Significantly higher
At HCC, I know where to go to discuss issues of exclusion or bias.	2.44	2.48	0.39	No significant difference

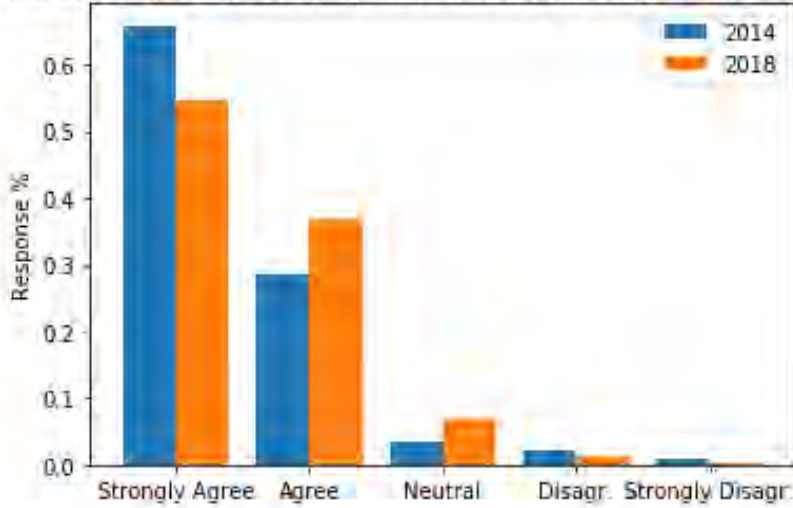
HCC provides an environment for the free and open expression of ideas, opinions, and beliefs.



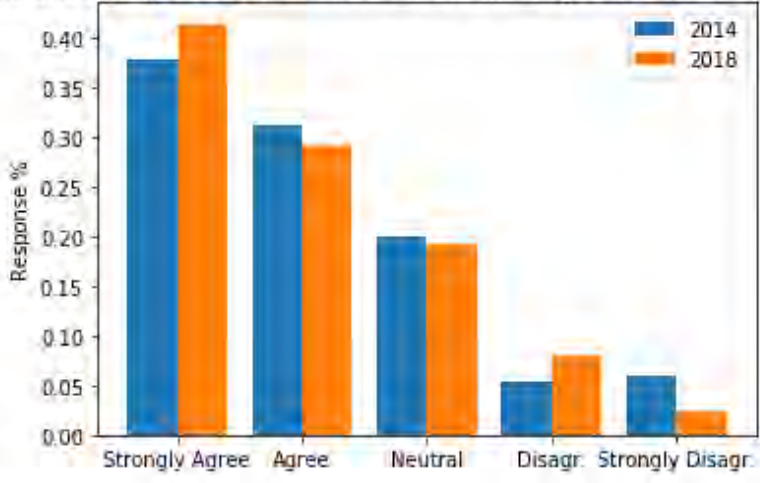
My first impression of HCC's campus was that HCC seemed like a diverse, welcoming place.



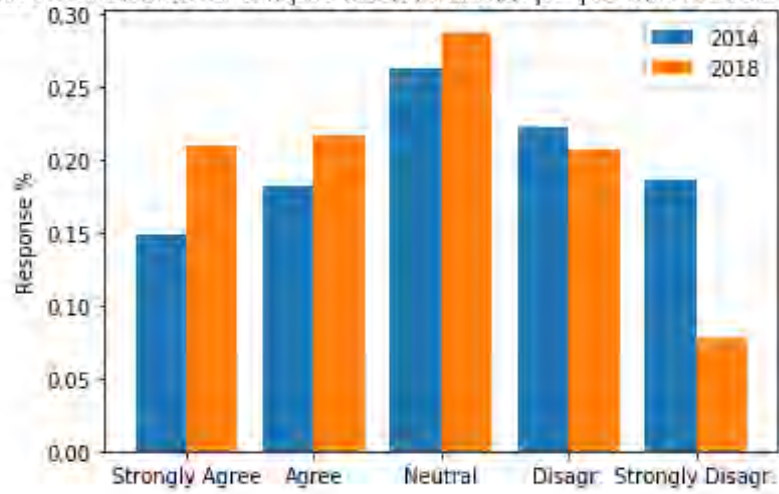
At this time, HCC seems like a welcoming environment for people of all races and backgrounds.



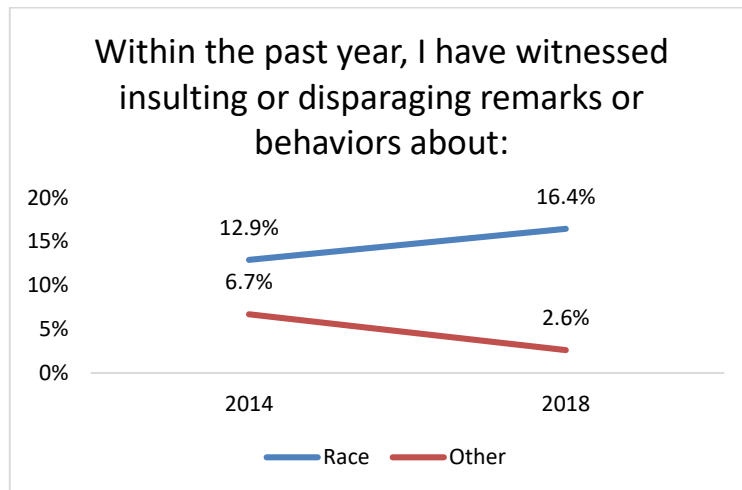
I feel comfortable discussing issues of exclusion or bias with my instructor or other employees at HCC.



I feel most comfortable on campus when I am with people who look and sound like me:

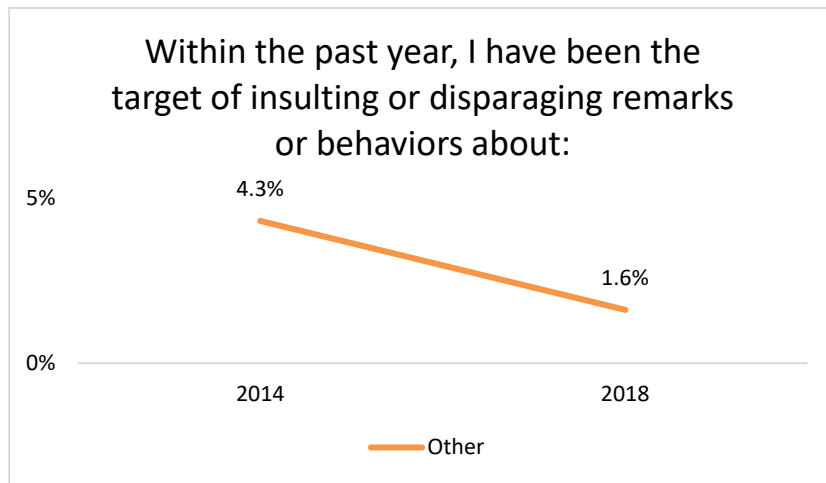


- Students were also asked the following question: “Within the past year, I have witnessed discrimination (for example, insulting or disparaging remarks or behaviors about)... [Check all that apply].” It should be noted that this question is asked in a general manner and does not specifically reference instances of discrimination at HCC. Overall, the majority of students stated they have not witnessed any such remarks. However, there was an increase in students reporting that they witnessed remarks about “Race” from 12.9% in 2014 to 16.4% in 2018 (see table below). These results underscore the importance of promoting continued education and dialogue around these issues at HCC and within our community.
- There was also a decrease in students reporting that they witnessed insulting or disparaging remarks about “Other,” from 6.7% in 2014 to 2.6% in 2018 (see “other” content comment themes below).



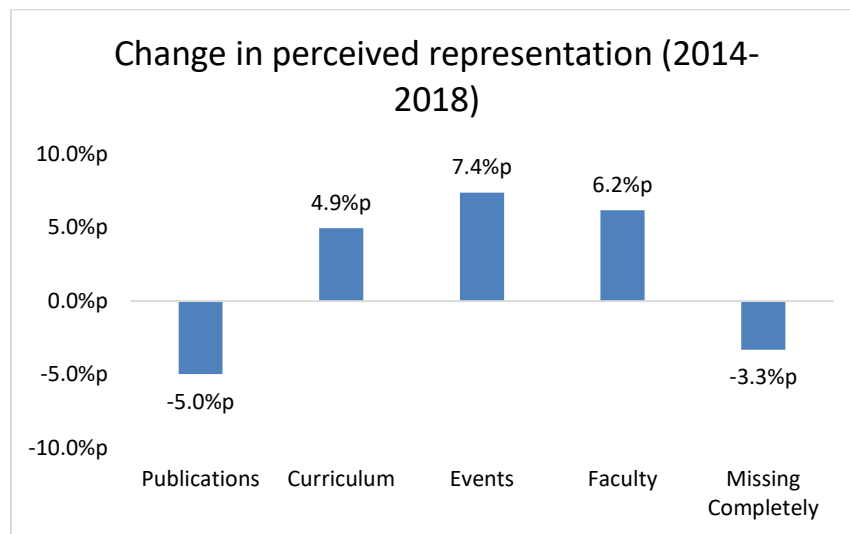
“Other” Comment themes	2014 Count	2018 Count
Religion	15	1
Personal		
Appearance	9	0
Age	5	1
Gender	5	2
Disability	4	1
Race	3	3
Ethnicity	2	3
Military/Veterans	1	0
Education level	0	1
Total directly related comments	44	12

- As noted in the chart above, there was a general decrease in students’ responses from 2014 to 2018 in the following “Other” themes: religion, personal appearance, age, gender, disability, and military/veterans, with religion being the largest decrease from 15 comments in 2014 to 1 comment in 2018.
- Student were also asked the following: “Within the past year, I have been the *target* of insulting or disparaging remarks or behaviors about...[Check all that apply]”. Overall, the majority of students generally reported that they have not experienced any such remarks in 2014 (82.9%) and in 2018 (84.5%). However, there was a significant difference and decrease noted in the category “Other” (see “other” comment themes below):



“Other” Comment themes	2014 Count	2018 Count
Religion	11	3
Personal Appearance	3	0
Age	5	1
Gender	2	0
Disability	2	0
Race	2	3
Ethnicity	0	0
Military/Veterans	1	0
Political stance	0	3
Total directly related comments	26	10

- Students were asked the following:
 - I feel that populations I belong to are:
 - Represented in the college’s publications
 - Represented in the college’s curriculum
 - Represented in the college’s events
 - Represented in the college’s faculty
 - Represented in the college’s staff
 - Represented in the college’s student body
 - Missing completely from the college’s environment
- Overall, students reported an increase in perceived representation in the curriculum, in events, and among faculty, whereas there was a decrease noted on perceived representation in College publications and in the “missing completely” category. (Please note that the decrease in the perception that populations students belong to are “missing completely” from the College environment is a positive result and connotation.)



- Once the decrease in perceived representation in publications from 2014 to 2018 was discovered, additional analyses were performed comparing the perceptions of white students and students of color. Results indicate that there is >99.9999% confidence that students of color feel they are represented in the College’s publications at a lower level than do white students (see next page).

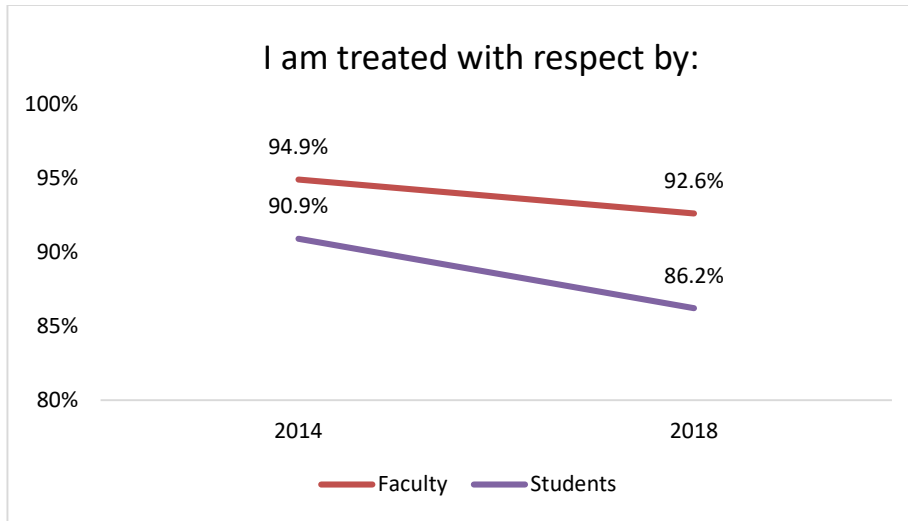
2018 Deeper Dive: Representation in College's Publications

	Yes	No	Total	Yes%
White Students	350	242	592	0.591216
Students of Color	118	157	275	0.429091
			p-value	0.0001
Students of color feel they are represented in the College's publications at a level significantly lower than do white students.				

- Students were also asked to indicate the following:
 - I am treated with respect by (Check all that apply).
 - Staff
 - Faculty
 - Students
 - Visitors to campus
 - Administrators

- Results reveal that students generally feel respected by staff, faculty, students, and administrators (see chart below). However, there were some decreases from 2014 to 2018 that were noted for faculty (94.9% in 2014 to 92.6% in 2018) and students (90.9% in 2014 and 86.2% in 2018).

I am treated with respect by (check all that apply)						
	2014		2018		p-value	Compared to 2014, 2018 response score is/has:
Staff	94.1%	1023	93.5%	759	0.5645	No significant difference
Faculty	94.9%	1032	92.6%	752	0.0409	Significantly lower
Students	90.9%	988	86.2%	700	0.0015	Significantly lower
Visitors to campus			64.7%	525	n/a	n/a
Administrators			81.2%	659	n/a	n/a
		1087		812		

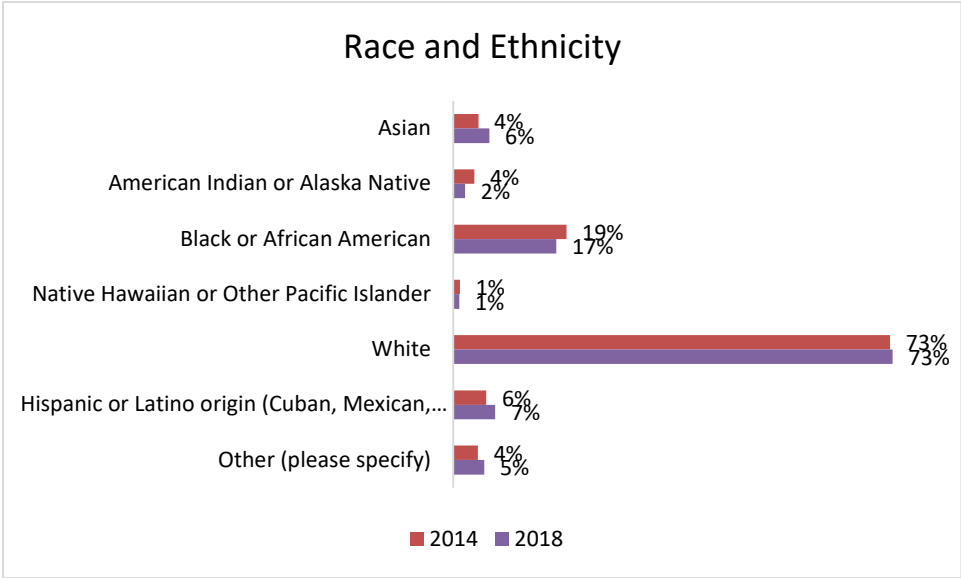
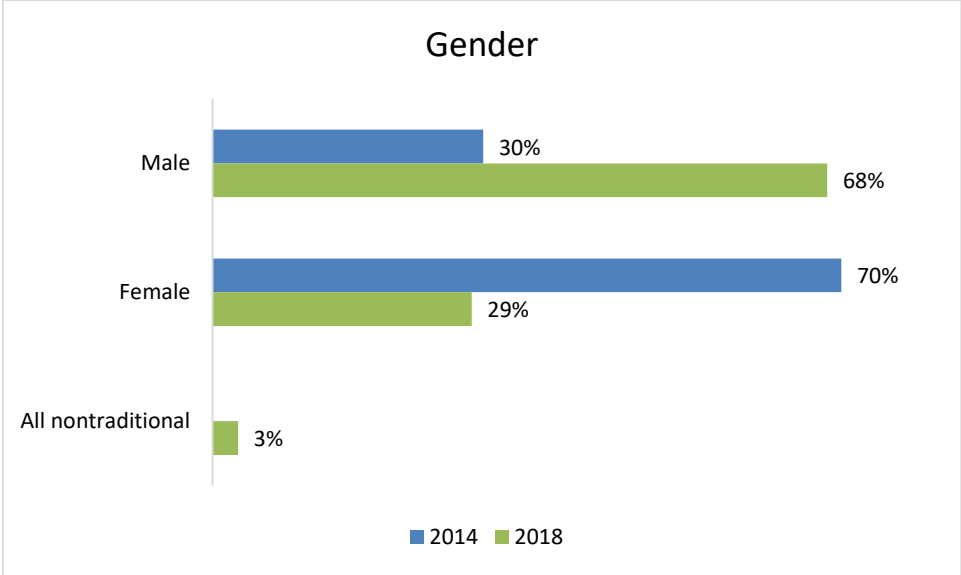


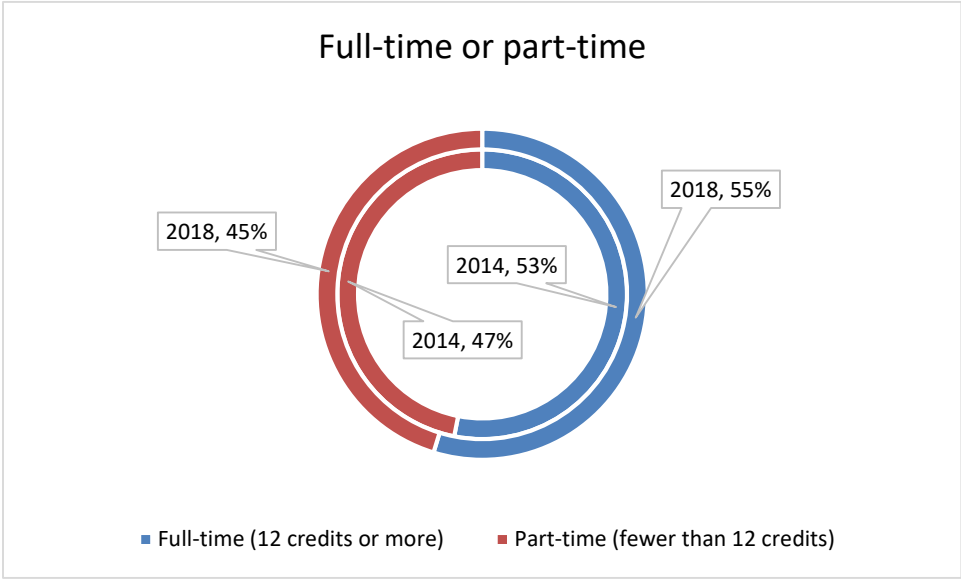
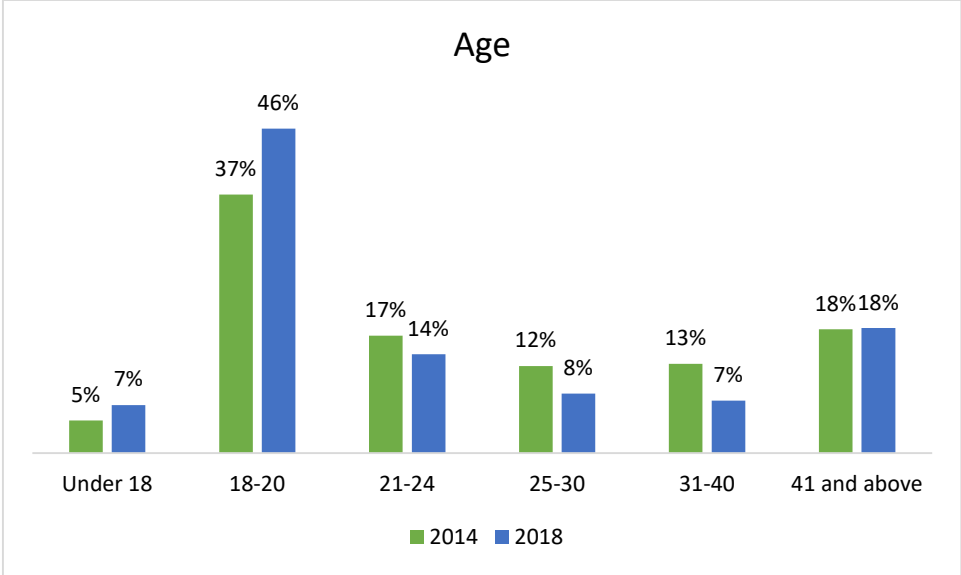
- Students were asked the following question: “What improvements, if any, can be made to enhance the level of acceptance and sensitivity for diverse students?” The following themes were reported:

Theme	Comment count
Race and ethnicity	28
Religion	5
Staff, faculty and classroom	55
Student life	66
Discussion	20
Gender	8
Age	11
Disability	6

It should be noted that the most prevalent theme was the “Student Life” theme. Overall, students called for more cultural events, discussions about race, and activities, and even recommended a cultural center as well. Please see student comments in sections 2-9; note that a comment can be classified under more than one theme.

- Student demographics were relatively similar in Spring 2014 and Fall 2018 (see charts on next page). However, in 2014 there were significantly more female respondents (70%) and in 2018 there were significantly more male respondents (68 %).





Section 1

Survey of Students Fall 2018

COMMENT BOX AFTER EVERY QUESTION (Box should say "Please elaborate")

1. Please respond to the following statements using your day-to-day experiences and interactions as a guide.

Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree

- a) HCC provides an environment for the free and open expression of ideas, opinions, and beliefs.
 - b) My first impression of HCC's campus was that HCC seemed like a diverse, welcoming place.
 - c) At this time, HCC seems like a welcoming environment for all people.
 - d) Students from different racial and ethnic backgrounds interact well at HCC.
 - e) I feel comfortable discussing issues of exclusion or bias with my instructor or other employees at HCC.
 - f) I feel comfortable expressing my racial and/or cultural identity at HCC.
 - g) I feel most comfortable on campus when I am with people who look and sound like me.
 - h) At HCC, I know where to go to discuss issues of exclusion or bias.
2. At HCC, I feel diversity is:
 - a. Valued and practiced
 - b. Valued but not practiced
 - c. Practiced some but not valued
 - d. Neither valued nor practiced
 - e.
 3. Within the past year, I have witnessed discrimination (for example, insulting or disparaging remarks) against others based on:
 - a. Age
 - b. Gender/gender identity
 - c. Disability
 - d. Perceived socioeconomic status
 - e. Race
 - f. Sexual orientation
 - g. I have witnessed these remarks in the classroom.
 - h. I have not witnessed any such remarks
 - i. Other (please explain)
 - j.
 4. Within the past year, I have been a target of discrimination (for example, insulting or disparaging remarks) based on:
 - a. Age
 - b. Gender/gender identity
 - c. Disability
 - d. Perceived socioeconomic status
 - e. Race

- f. Sexual orientation
 - g. I have witnessed these remarks in the classroom.
 - h. I have not witnessed any such remarks
 - i. Other (please explain)
 - j.
5. I feel that the populations I belong to are:
- a. Represented in the college's publications
 - b. Represented in the college's curriculum
 - c. Represented in the college's events
 - d. Represented in the college's faculty
 - e. Represented in the college's staff
 - f. Represented in the college's student body
 - g. Missing completely from the college's environment
6. I am treated with respect by:
- a. Staff
 - b. Faculty
 - c. Students
 - d. Visitors to campus
 - e. Administrators
7. What improvements, if any, can be made to enhance the level of acceptance and sensitivity for diverse students?
8. What is your race/ethnicity (choose all that apply)?
- a. Asian
 - b. American Indian or Alaska Native
 - c. Black or African American
 - d. Native Hawaiian or other Pacific Islander
 - e. White
 - f. Hispanic or Latino origin (Cuban, Mexican, Puerto Rican)
 - g. Other (please specify)
9. What is your age?
- a. Under 18
 - b. 18-20
 - c. 21-24
 - d. 25-30
 - e. 31-40
 - f. 41-above
10. Are you a full-time or part-time student?
11. What is your gender?

COMMENT BOX (do not list binary options)

12. I feel there are expectations about my academic performance because of my race, ethnicity, sexual orientation, gender identity, religion, difference in abilities, age, political views, and/or economic status. Please elaborate: **COMMENT BOX**
13. In class discussions, I feel I am expected to represent my group in terms of my race, ethnicity, sexual orientation, gender identity, religion, difference in abilities, age, political views, and/or economic status. Please elaborate: **COMMENT BOX**
14. At HCC, I feel there are faculty members who represent my race, ethnicity, sexual orientation, gender identity, religion, difference in abilities, age, political views, and/or economic status. Please elaborate: **COMMENT BOX**
15. In situations at HCC, I often feel that I am the only person of my group in terms of race, ethnicity, sexual orientation, gender identity, religion, difference in abilities, age, political views, and/or economic status. Please elaborate: **COMMENT BOX**
16. At HCC, I feel comfortable saying what I think about issues related to race, ethnicity, sexual orientation, gender identity, religion, difference in abilities, age, political views, and/or economic status. Please elaborate: **COMMENT BOX**
17. I feel as though I belong in the HCC campus community. Please elaborate: **COMMENT BOX**

Section 2

Student Life Themes

Perhaps organizing more events that allows everyone to come together and express their culture and educate others about their background or themselves as an individual It can encourage relationships with people and create a more welcoming environment within HCC campus
Have more events to get students involved
Have more posters or activities within the school
make more activities for the community not only one group of people
more on campus students activities
More activities in the Student center
Maybe more clubs or groups that meet to discuss diversity
more basketball activities
More student events to help socialize
Well I feel like the fact that that Harford Community College is doing okay in terms of diversity IF you are considering the fact that its in Harford County Harford County is largely white and most of HCCs students are from Harford County Diversity should be better maybe not just in numbers and in quotas but in centering people of color and their voices and experiences in event talks school publications in financial aid award programs etc I feel like this has happened some in the past couple of years which is a good start but it would be amazing to see more!
In addition to racial diversity however Ive seen a lack of gender diversity that includes trans experiences there are no gender neutral restrooms that I know of the LGBT org doesnt really host any events and I dont see many people that seem Gender Non-Conforming or Trans like myself Albeit sometimes its not something you can see but I havent come across anything trans-related in events publications resource lists and accommodations (like name changes that is different than a students legal name on student IDs in class rosters etc and gender neutral restrooms) That being said I havent felt unsafe or attacked because of my trans identity at HCC aside from the nervousness in bathrooms I feel in EVERY public restroom (not just HCCs) Its more about lack of representation However that is only my experience Ive been blessed with professors that respect my pronouns and gender identity That may not be everyones experience
Im not sure Ive mostly seen people with Autism get bullied so possibly having some awareness events or something might help? People dont understand Autism or gather that they might need to be open-minded and be more patient with people regardless of whether or not they know a person has a disability
In the student center it would be cool if there was a cultural center
Maybe a cultural day / event that has stations to teach the TRUTH about each different race religion group ect
More progressive ideas from a vocal and diverse staff so students can hear that their peers are accepting and open-minded to the various cultures throughout campus
More focus on anti-bullying not just cultural diversity and discrimination
add diversity in some school events
When braking students into groups consider group dynamics particularly where clinicals are concerned

HCC hosting more events that center around panel discussions and conversations about race identity etc
Everyone regardless of cultural should be treated equally
Have more diverse cultural events
I cant think of any HCCs acceptance of all cultures is great!
The college should be careful in its policies and culture to prevent pursuing diversity excessively as it can lead to a sort of tunnel vision that discriminates against majority groups in the attempt to acheive just representation for minority groups The college should also practice this with thoughts and ideas as well preventing discrimination against groups of particular religious political or scientific beliefs and opinions (unless those beliefs explicitly violate the colleges policies or standards of course)
There should be more events centered around what makes us diverse
More open activities that encourage diversity such as cultural exhibitions and sports
There should be student organizations that increase diversity There should also be student activities to increase awareness and importance of diversity
More cultural events
Have cultural events for different ethnics groups for an example have an food tasting to engage students of different cultural to their native background and encouraging other students learn about other cultures
have events that bring everyone together no matter what demographic we fit into a march for our lives would bring us together as STUDENTS we would come together regardless of any other factors
You could do cultural events
More engagement through social activities
I do not think anything serious improvements need to be made HCC is very good at being accepting and sensitive to culture and race
I feel as though a lot of this has to come down to the students and the way they were raised in this environment The school offers events and knowledge to help create a diverse atmosphere but it comes down to the students to really aim for it
educate yourself about diverse groups or groups other than your own No room for ignorance in this day and age
Events ran by students
HCC does have a good variety of cultural students but the area is still predominantly Caucasian therefore not all the time I feel like I can relate and interact with people that look like me But it also depends on my schedule and my peers schedules as well
more events
more diverse student activities
Increases the amount of student activities throughout the year so people have a better chance of getting to know other students and making new friends
More Clubs that support the campuses diversity more events that support and empower our campuses diversity
it is nice to have the flags of diversers countries as HCC does already the different tea time events at the Hays-Heighe House is a good example of knowing more about foreign countries and culture
have more events that talk about diversity

As a non-credit 65+ year continuing education student it's difficult to comment since I don't get to spend time with a diversified group on a regular basis
If it seems to be an issue maybe host more events regarding those groups that feel excluded in an effort to bring the issue to a head and to correct it
Maybe a mandatory diversity acceptance event?
More cultural events
I don't know Student activities has been doing a wonderful job on talking more

Section 3

Staff, Faculty, and Classroom Themes

<p>Make the computer class into section by divide four part that are 15 weeks each for old people Make mini class for old people with learning problems Make 15 week classes into thirty week classes people have more time to study take test and do homework I like the idea of mini classes Each subject is broken up into small area will be able to pass The people will get a certificate and not feel like a loser</p>
<p>The cutting down on time between classes is ineffective for students with disabilities</p>
<p>Encourage a code of conduct in the classrooms of fairness</p>
<p>Helpers for language barriers with difficult classes</p>
<p>Have open communication with students and teachers</p>
<p>Have more diverse classes by bringing in more students of color</p>
<p>As a member of the general population (cis straight white middle class female) I am not one to ever need these improvements but as a student at hcc I have experienced plenty of diversity I have had classmates and professors that were very diverse and have only had one negative experience with a fellow student when I talking about trans people's I have never seen or experienced anything negative toward the diversity here at hcc</p>
<p>Put together people of same races and ages in classrooms It gets lonely sometimes when you are the only elderly or black African in the classroom</p>
<p>More classes to teach people about black history and how this world was also built on the things that was created by black people</p>
<p>Have teachers that aren't racist and don't insult your religion if it's not what they believe</p>
<p>Please change the weighting grades for the whole class</p>
<p>In addition to racial diversity however Ive seen a lack of gender diversity that includes trans experiences there are no gender neutral restrooms that I know of the LGBT org doesnt really host any events and I dont see many people that seem Gender Non-Conforming or Trans like myself Albeit sometimes its not something you can see but I havent come across anything trans-related in events publications resource lists and accommodations (like name changes that is different than a students legal name on student IDs in class rosters etc and gender neutral restrooms) That being said I havent felt unsafe or attacked because of my trans identity at HCC aside from the nervousness in bathrooms I feel in EVERY public restroom (not just HCCs) Its more about lack of representation However that is only my experience Ive been blessed with professors that respect my pronouns and gender identity That may not be everyones experience</p>
<p>teachers understanding to students personal lives</p>
<p>Maybe a cultural day / event that has stations to teach the TRUTH about each different race religion group ect</p>
<p>More progressive ideas from a vocal and diverse staff so students can hear that their peers are accepting and open-minded to the various cultures throughout campus</p>
<p>Focus on class room management regarding obnoxious acting out students</p>
<p>Eliminate innuendo snyde jokes by faculty</p>
<p>I think the professors need to be taught to care more</p>
<p>where to go is racial profiled</p>
<p>bring more diversity to teaching staff</p>

Im only on campus for night classes Im satisfied with the diversity in the buildings and classes Im in
Practice what is expected by all staff faculty and admin
Professors dont show bias in their opinions so students can make their own
Sensitivity training for professors more emphasis on diversity within the HCC Community
Have open discussions in different classes Make sure professors know the importance of being accepting of ALL of their students and treat everyone with equal respect as well as letting students who seem troubled know that they can talk to them
Maybe have more diverse professors
more diverse classrooms
Teaching people about the sensitivity
Make more evening classes available for older students returning to HCC Working adults cannot attend classes in the middle of the workday
Diverse teachers
I think everything is well diverse There are some classes in which I am the only black person so it was a bit uncomfortable initially but you cant help enrollment
The classes should have more of a mix instead of being predominantly white Also there should be more nonwhite minority's teachers
Allow unnecessary political discussion in class to have more then just one sided liberal ideas that insult republicans and anyone else who disagrees with the liberal agenda (mainly professors)
More Hispanic people on staff and in recruiting measures
All students should if comfortable expressing their beliefs as long as they are not offense Teachers should not put their personal beliefs in there lectures as facts
Increasing ethnic diversity in administration faculty staff and in the student community is always leads to a more inclusive academic society Thats exciting and facilitates innovative creative productive holistic thinking and inspires positivity about the future!
Teachers need to express all views and not give any opinion so that students can choose But I haven't really seen this only heard of it happening
Allow those who are in continuing education classes (or have children involved) use the Fitness facility for a small fee The homeschooling community is not represented in the college we are forced to go to Cecil or Baltimore County for classes
have more of a diverse staff
More classes for them to take together so they know they arent alone
Have a discussion of the issues that can arise with diversity within classrooms It should be a safe environment to discuss in
Encouraging a diverse student body faculty and administrative inclusion
Better respect in the classroom towards students with learning disabilities
Faculty seemed to be more aged discriminatory; more faculty awareness through in-house seminars of their bias in this regard
In one class I used to take the instructor slanted the discussion in his direction all the time
The nursing school faculty needs to be diverse
Having a more relaxed space and environment to relax outside of classes
Limit remarks made by professors that are culturally racially and socioeconomically biased I've had two professors in the past year who have exhibited these

more minority staff and teachers
Stop stressing the differences between students It gives them anxiety and causes self esteem issues Hence the body augmentation and self mutilation/ suicidology issues this generation faces Teach only inclusion without any reason Just because your "you" I enjoy your company
I have some students who come from different backgrounds in my classes and often I feel as if they are less likely to speak in class because the teachers struggle to understand them
More open openmindness amongst staff More diversity In programs IE nursing not just students but staffing
programs helping lgbtq+ students on campus and in the classrooms
Teachers being more active about disciplining students who make disrespectful remarks to people of color different sexual orientation or gender
More class activities and discussions about PWI's and what it's pike for the minority students who go there

Section 4

Race & Ethnicity Themes

Put together people of same races and ages in classrooms It gets lonely sometimes when you are the only elderly or black African in the classroom
Have teachers that aren't racist and don't insult your religion if it's not what they believe
In addition to racial diversity however Ive seen a lack of gender diversity that includes trans experiences there are no gender neutral restrooms that I know of the LGBT org doesnt really host any events and I dont see many people that seem Gender Non-Conforming or Trans like myself Albeit sometimes its not something you can see but I havent come across anything trans-related in events publications resource lists and accommodations (like name changes that is different than a students legal name on student IDs in class rosters etc and gender neutral restrooms) That being said I havent felt unsafe or attacked because of my trans identity at HCC aside from the nervousness in bathrooms I feel in EVERY public restroom (not just HCCs) Its more about lack of representation However that is only my experience Ive been blessed with professors that respect my pronouns and gender identity That may not be everyones experience
Maybe a cultural day / event that has stations to teach the TRUTH about each different race religion group ect
HCC hosting more events that center around panel discussions and conversations about race identity etc
where to go is racial profiled
The college should be careful in its policies and culture to prevent pursuing diversity excessively as it can lead to a sort of tunnel vision that discriminates against majority groups in the attempt to acheive just representation for minority groups The college should also practice this with thoughts and ideas as well preventing discrimination against groups of particular religious political or scientific beliefs and opinions (unless those beliefs explicitly violate the colleges policies or standards of course)
considering i am white i do not have any concern because of the equality with others on campus of different races
allow for MORE student organizations and/or clubs and/or discussion that represent sexual orientations gender identities race and backgrounds based on home life and/or a persons socioeconomic status i never hear anybody talk about these things other than in the distinguished clubs which i view as a problem especially because of our current political and societal climate
Have cultural events for different ethnics groups for an example have an food tasting to engage students of different cultural to their native background and encouraging other students learn about other cultures
Employees at student center help desk could be kinder and receptive of ALL races of students
I do not think anything serious improvements need to be made HCC is very good at being accepting and sensitive to culture and race
Racially diverse advertising
BLACK / BI RACIAL REPRESENTATION AND CLUBS BLACK GUEST SPEAKERS HBCU COLLEGE FAIRS BLACK STUDENT UNION!! HANGING UP A BUNCH OF FLAGS DOES NOT MEAN THE CAMPUS IS DIVERSE
Stop focusing on diversity of race/gender/sexuality and start focusing on diversity of ideas

I wish the students were less racist and more diverse
The classes should have more of a mix instead of being predominantly white Also there should be more nonwhite minority's teachers
Increasing ethnic diversity in administration faculty staff and in the student community is always leads to a more inclusive academic society Thats exciting and facilitates innovative creative productive holistic thinking and inspires positivity about the future!
more minority clubs or organizations
Have more events that include and encourage students of all race and religion to participate in with each other And have students break apart from their usual friend/culture groups to do fun activities
I think everyone is pretty accepting and sensitive of all cultures and races already
Have more activities not just targeted towards certain ethnicities but to include everyone
To me I think not sitting racially divided at the cafe would make a huge difference
Limit remarks made by professors that are culturally racially and socioeconomically biased I've had two professors in the past year who have exhibited these
more minority staff and teachers
Im not sure if there is one but maybe a diversity fair or cultural fair two times a year (once a semester) to spread racial/cultural awareness
I noticed this community college mostly has young people my own age and many white people My old community college of Reading pa included a much more diverse community Student of all ages ethnic backgrounds and many spoke Spanish I really liked having so many different people around me with a diverse community rather than this but I am used to this from attending a university as well I dont think theres much that can be done because it depends on the demographics
More class activities and discussions about PWI's and what it's pike for the minority students who go there

Section 5

Discussion Theme

Have open communication with students and teachers
Maybe more clubs or groups that meet to discuss diversity
Im not sure Ive mostly seen people with Autism get bullied so possibly having some awareness events or something might help? People dont understand Autism or gather that they might need to be open-minded and be more patient with people regardless of whether or not they know a person has a disability
More progressive ideas from a vocal and diverse staff so students can hear that their peers are accepting and open-minded to the various cultures throughout campus
HCC hosting more events that center around panel discussions and conversations about race identity etc
More open activities that encourage diversity such as cultural exhibitions and sports
Denounce the current toxic political climate and make sure that it does not spill over into the student body if the conversation comes up Diversity is a rich environment for all
allow for MORE student organizations and/or clubs and/or discussion that represent sexual orientations gender identities race and backgrounds based on home life and/or a persons socioeconomic status i never hear anybody talk about these things other than in the distinguished clubs which i view as a problem especially because of our current political and societal climate
Have open discussions in different classes Make sure professors know the importance of being accepting of ALL of their students and treat everyone with equal respect as well as letting students who seem troubled know that they can talk to them
Continued talks and open conversations
I do not have much interaction or intelligent conversation discuss differences I believe the idea of where to go to discuss differences should be made more widely known to the students
Equal rights i have a disability and i wanted an advisor (a normal advisor) not a disability mentor that's cool i do have a disability but i think it should be our choice if we wanna be seen in an office that has a big disability sign up if you guys ACTUALLY wanna do something about that maybe instead of having open glass door and windows make students feel comfortable walking into a disability office where they don't have to be worried if someone they know sees you in the office My personal opinion on it i would but black curitans up and allow students to walk from the back and not through disability i hope you guys can actually work on equal rights I got told that if i wanted a different advisor I'd lose all disability support accommodations which i don't think is fair If i had a choice by now I'm sure I would've been moved on from Hcc but unfortunately i don't have a choice but to stay
To not imposed better treatment to any single community To simply promote acceptance integrity and open minded-ness AND do not make a big deal of gender identification
More open and helpful for older working students with family
Allow unnecessary political discussion in class to have more then just one sided liberal ideas that insult republicans and anyone else who disagrees with the liberal agenda (mainly professors)
I don't know Student activities has been doing a wonderful job on talking more openly and accepting of diverse students I'm not exactly the best person to tell you I am disabled but I haven't personally witnessed any discrimination

Have a discussion of the issues that can arise with diversity within classrooms It should be a safe environment to discuss in
In one class I used to take the instructor slanted the discussion in his direction all the time
More open openmindness amongst staff More diversity In programs IE nursing not just students but staffing
More class activities and discussions about PWI's and what it's pike for the minority students who go there

Section 6

Age Theme

older adults are ignored or discriminated against by HCC
Put together people of same races and ages in classrooms It gets lonely sometimes when you are the only elderly or black African in the classroom
Equal rights i have a disability and i wanted an advisor (a normal advisor) not a disability mentor that's cool i do have a disability but i think it should be our choice if we wanna be seen in an office that has a big disability sign up if you guys ACTUALLY wanna do something about that maybe instead of having open glass door and windows make students feel comfortable walking into a disability office where they don't have to be worried if someone they know sees you in the office My personal opinion on it i would but black curitans up and allow students to walk from the back and not through disability i hope you guys can actually work on equal rights I got told that if i wanted a different advisor I'd lose all disability support accommodations which i don't think is fair If i had a choice by now I'm sure I would've been moved on from Hcc but unfortunately i don't have a choice but to stay
Make more evening classes available for older students returning to HCC Working adults cannot attend classes in the middle of the workday
More open and helpful for older working students with family
Allow unnecessary political discussion in class to have more then just one sided liberal ideas that insult republicans and anyone else who disagrees with the liberal agenda (mainly professors)
More hands on activities that welcome all ages & genders
Faculty seemed to be more aged discriminatory; more faculty awareness through in-house seminars of their bias in this regard
More opportunities for older (over 40) students to meet at times they attend school usually evening and Saturday
Holding more events and gathering of people can truly bring people together and remind everyone that everyone is equal and there is nothing wrong with being different
I noticed this community college mostly has young people my own age and many white people My old community college of Reading pa included a much more diverse community Student of all ages ethnic backgrounds and many spoke Spanish I really liked having so many different people around me with a diverse community rather then this but I am used to this from attending a university as well I dont think theres much that can be done because it depends on the demographics

Section 7

Gender Theme

Have teachers that aren't racist and don't insult your religion if it's not what they believe
In addition to racial diversity however Ive seen a lack of gender diversity that includes trans experiences there are no gender neutral restrooms that I know of the LGBT org doesnt really host any events and I dont see many people that seem Gender Non-Conforming or Trans like myself Albeit sometimes its not something you can see but I havent come across anything trans-related in events publications resource lists and accommodations (like name changes that is different than a students legal name on student IDs in class rosters etc and gender neutral restrooms) That being said I havent felt unsafe or attacked because of my trans identity at HCC aside from the nervousness in bathrooms I feel in EVERY public restroom (not just HCCs) Its more about lack of representation However that is only my experience Ive been blessed with professors that respect my pronouns and gender identity That may not be everyones experience
allow for MORE student organizations and/or clubs and/or discussion that represent sexual orientations gender identities race and backgrounds based on home life and/or a persons socioeconomic status i never hear anybody talk about these things other than in the distinguished clubs which i view as a problem especially because of our current political and societal climate
Stop focusing on diversity of race/gender/sexuality and start focusing on diversity of ideas
To not imposed better treatment to any single community To simply promote acceptance integrity and open minded-ness AND do not make a big deal of gender identification
I wish the students were less racist and more diverse
More hands on activities that welcome all ages & genders
Teachers being more active about disciplining students who make disrespectful remarks to people of color different sexual orientation or gender

Section 8

Disability Theme

The cutting down on time between classes is ineffective for students with disabilities
More attention could be brought to places where students could seek assistance (ie learning or disability services)
Im not sure Ive mostly seen people with Autism get bullied so possibly having some awareness events or something might help? People dont understand Autism or gather that they might need to be open-minded and be more patient with people regardless of whether or not they know a person has a disability
Equal rights i have a disability and i wanted an advisor (a normal advisor) not a disability mentor that's cool i do have a disability but i think it should be our choice if we wanna be seen in an office that has a big disability sign up if you guys ACTUALLY wanna do something about that maybe instead of having open glass door and windows make students feel comfortable walking into a disability office where they don't have to be worried if someone they know sees you in the office My personal opinion on it i would but black curitans up and allow students to walk from the back and not through disability i hope you guys can actually work on equal rights I got told that if i wanted a different advisor I'd lose all disability support accommodations which i don't think is fair If i had a choice by now I'm sure I would've been moved on from Hcc but unfortunately i don't have a choice but to stay
I don't know Student activities has been doing a wonderful job on talking more openly and accepting of diverse students I'm not exactly the best person to tell you I am disabled but I haven't personally witnessed any discrimination
Better respect in the classroom towards students with learning disabilities

Section 9

Religion Theme

Have teachers that aren't racist and don't insult your religion if it's not what they believe
Maybe a cultural day / event that has stations to teach the TRUTH about each different race religion group ect
The college should be careful in its policies and culture to prevent pursuing diversity excessively as it can lead to a sort of tunnel vision that discriminates against majority groups in the attempt to acheive just representation for minority groups The college should also practice this with thoughts and ideas as well preventing discrimination against groups of particular religious political or scientific beliefs and opinions (unless those beliefs explicitly violate the colleges policies or standards of course)
I think festivals from other religions should be celebrated It will bring a great atmosphere and fun on the campus
Have more events that include and encourage students of all race and religion to participate in with each other And have students break apart from their usual friend/culture groups to do fun activities

Howard Community College 2019 Cultural Diversity Plan Report

Howard Community College (HCC) has had a plan for diversity, inclusion, and equity in place for nearly 30 years. The plan for diversity, inclusion, and equity sets forth guidelines for ensuring equity 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 equitable rights, access, and 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 plan for diversity, inclusion, and equity, 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.

Summary of the Institution's Plan to Improve Cultural Diversity
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Diversity Objectives

- A. The diversity plan and all related policies will serve as guidelines for the achievement of equal employment opportunity at the college:
 - i. ensuring that each recruitment makes a reasonable effort to seek out applicants from underrepresented groups in order to provide a diverse applicant pool; avoiding discrimination on the basis of race, ethnicity, creed, color, religion, gender, age, national origin, sexual orientation, occupation, veterans status, marital status, genetic information, source of income, gender identity or expression, physical appearance, familial status, physical or mental disability of otherwise qualified individuals, or political opinion, and ensuring vigilance in eliminating any such discrimination; and
 - ii. using an internal complaint resolution mechanism whereby any complainant can internally resolve grievances; and
- B. The college community is committed to meeting educational needs that promote sensitivity and value diversity by proactively identifying areas in which programs may

be needed (training shall be open to employees and students, as appropriate) and encouraging the development and continual improvement of a curriculum of inclusion.

Responsibility for Implementation

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

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

B. Diversity Committee –The diversity committee will:

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

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

The associate vice president of human resources with the assistance of the Office of Human Resources will:

1. serve as a resource on affirmative action to the college community;
2. serve as an advisor in matters of affirmative action and equal employment opportunity to all college employees with supervisory and hiring responsibilities;
3. develop reports on an annual basis that statistically analyze HCC's recruitments, job applicants, hirings, promotions, terminations, and progress toward the college's diversity priority and affirmative action goals (where applicable), for the college president and the diversity committee;
4. keep the college administration and diversity committee informed of the latest developments in the areas of equal opportunity and affirmative action;

5. ensure that search committees for all budgeted full-time faculty and staff positions classified at grade 12 level and above include a current or past member of the diversity committee, and monitor all such selection committees to ensure diverse representation in accordance with personnel procedure, Selection of Faculty and Staff – 63.02.03; and
 6. provide training to all search committee members, for budgeted positions at grade 12 and above and all full-time faculty positions, on employment laws and diversity sensitivity related to recruitments.
- D. All employees with hiring involvement and/or supervisory responsibility have responsibility to-
1. create, through their work environments and contacts with the community, a campus that upholds the concepts outlined in this plan and provides equal opportunity for all;
 2. ensure that all employment practices are conducted in a lawful nondiscriminatory manner;
 3. monitor the progress toward equal employment opportunity and affirmative action of all units under their supervision;
 4. conduct regular discussions with their staff to assure the college's policies are implemented. This responsibility should be seen as an integral part of their duties and evaluation;
 5. establish an atmosphere that is conducive to implementing the directives of the president and the board of trustees;
 6. familiarize themselves with and adhere to all related college policies and procedures and will consult with the associate vice president of human resources if clarification or interpretation is required; and
 7. attend required training sessions prior to or concurrent with serving on a search committee.
- E. Howard Community College Employees –
1. Each budgeted staff member and full-time faculty member must participate in at least two diversity programs or trainings per year; and
 2. All college employees must treat other employees, students, vendors, visitors, and any other individuals on campus with respect and dignity at all times, in accordance with college policies on discrimination and diversity.
- F. Students – HCC recognizes the critical role of an educational institution in preparing its students to become contributing members and leaders within a global community. In support of the college's mission/vision/values, through instruction and programming, support for a diverse community, and examples by faculty and staff, the college will encourage students to:
1. be respectful of all people and become advocates for the respectful treatment of others;
 2. cultivate an appreciation for the differences of others;
 3. explore and seek out opportunities to learn about different points of view and human experiences;
 4. develop a set of communication competencies to help improve interactions with people of diverse backgrounds; and
 5. attend college-sponsored and community diversity programs.

According to Education Article §11-406 of the Annotated Code of Maryland, 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, implicit bias, international education, structural racism, and working with students with disabilities.
- 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 2018-19.
- 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: Building Trust in Diverse Work Environments; Experiencing and Managing Imposter Syndrome; Microaggressions in the Workplace and Classroom; and Search Committee Procedures.
- Participated in statewide diversity roundtable meetings that have provided a strong platform for networking, as well as learning about other diversity programs.
- Sponsored Historically Black Colleges and Universities (HBCU) Week with co-curricular programming that exposed students and the campus community to the contributions of historically black institutions. The week featured a HBCU Transfer Fair with over 20 institutions, including Maryland's four HBCUs.
- Established the hate and bias incident response team as a subcommittee of the college's diversity committee to coordinate educational responses to incidents of hate and bias on-campus in conjunction with existing cross-functional teams that address behavioral interventions, student conduct, and employee well-being.

While the HCC plan for diversity, inclusion, and equity 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 plan for diversity, inclusion, and equity by May 1, 2020:

- 1) Implementing the revised plan for diversity, inclusion, and equity and committee policies to effectively position the committee as campus thought leaders in promoting a culture of diversity, equity, 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, diversity in the workplace, free-speech and intellectual discourse.
- 3) Increase online diversity trainings and programs to expand diversity training opportunities to a larger group of the college community.
- 4) 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.
- 5) 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.
- 6) Continue the expansion of programming and outreach to increase students' exposure to historically black and minority serving institutions to include increased promotion of articulation agreements between Maryland's four HBCUs, additional college tours, and on-campus exposure.
- 7) Expand opportunities for faculty/staff discussions on diversity related topics, including sponsoring faculty-led reading circles on topics including: immigration, multicultural awareness, at-risk students, and privilege.
- 8) Implement key recommendations from interviews and surveys of minority employees by the human resources office and the diversity committee.

Efforts to Increase Traditionally Underrepresented Groups
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The student body at HCC is diverse. For fall 2018:

RACIAL/ETHNIC GROUP	n	%
American Indian/Alaskan Native	25	0.3%
Asian	1298	13.7%
Black/African American	2887	30.5%
Hispanic/Latino (of any race)	1116	11.8%
Native Hawaiian/Other Pacific Islander	0	0%
White	3256	34.4%
2 or More Races	502	5.3%
Unknown	378	4.0%

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 leadership, learning community launched in Fiscal Year (FY) 2001, specifically

designed for recent high school graduates who desire the benefits of group centered learning, smaller class sizes and academic support which allows them to reach their true academic potential. The goal of the program is to support the successful completion of an associate's degree or transfer into the a timely manner. A select group of students matriculate through the program together as a learning community, receiving personalized academic support, personal development opportunities, scholarship support, mentoring/coaching and peer reinforcement.

Performance metrics include:

Retention:

One Year After Entry

Fall 2016 to Spring 2017: first-time SCCP students: 66.6% (n=16/24)

Fall 2016 to Spring 2017: all SCCP students: 30.76% (n =16/52)

Met benchmark of 30.7 percent.

Two Years After Entry

Fall 2016 to Spring 2018: first-time SCCP students: 58.3% (n=14/24)

Fall 2016 to Spring 2018 all SCCP students: 23.7% (n =14/59)

Exceeded benchmark of 15.6 percent.

Three Years After Entry

Fall 2015 to Spring 2019: first-time SCCP students: 15.6% (n=8/24)

Fall 2015 to Spring 2019 all SCCP students: 16% (n =8/50)

Exceeded benchmark of 15.6 percent.

Fall to Spring Retention

Fall 2018 to Spring 2019: first-time SCCP students: 88% (n=22/25)

Fall 2018 to Spring 2019: all SCCP students: 84% (n=42/50)

Did not meet benchmark of 90 percent.

Graduation and Transfer Rate = 45.8% at 3-years.

Craft Class 16 Entering Fall 2016 (n=11/24)

Exceeds benchmark of 35 percent.

2. Howard P.R.I.D.E. was established to help close the achievement gap of black males, who are the most “at-risk” population within the institution.

The program began in fall 2012. It provides student success services to Black male students 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 2018-19, Howard P.R.I.D.E. served 199 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.

- 78 percent (89/114) retention rate for 2016-2017
- 79 percent (125/159) retention rate for 2017-2018
- 74 percent (148/199) retention rate for 2018-2019

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.

- 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
- 79.0 percent (148/188) achieved a 2.0 or higher in fall 2017
- 54.4 percent (87/160) achieved a 2.0 or higher in spring 2018
- 76.0 percent (151/199) achieved a 2.0 or higher in fall 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.

- 68 percent (15/22) success rate for fall 2016
- 65 percent (22/34) success rate for spring 2017
- 60 percent (18/30) success rate for fall 2017
- 60 percent (29/48) success rate for spring 2018
- 53 percent (25/47) success rate for fall 2018

3. Ambiciones, launched in spring 2015, supports the success of Hispanic/Latino students on campus. Ambiciones provides academic and personal support to Hispanic/Latino students 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. 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.

Ambiciones served 78 students in fall 2018 and 80 students in spring 2019. The program served 58 students in FY18 and 34 in FY17. The program has a fall 2018 to spring 2019 retention rate of 85 percent, as compared to a 79 percent retention rate for all Hispanic/Latino students for the same period. In FY18, fall to fall retention for all Ambiciones students was 63 percent as compared to 47 percent for non-participating peers. In fall 2018, 67 percent of program participants had at least a 2.0 GPA as

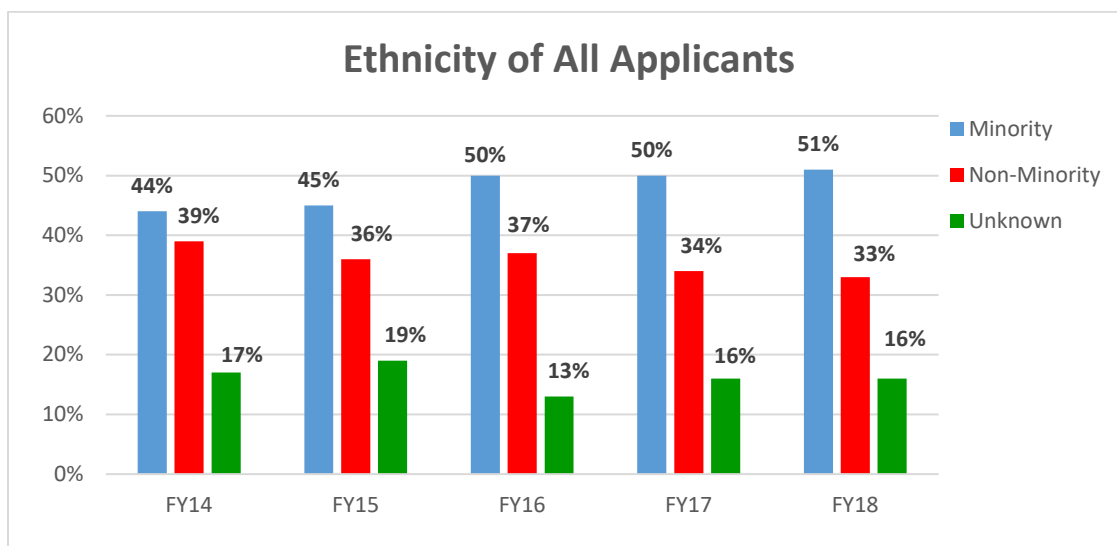
compared to 77.8 percent in Fall 2017. In FY19, 14 students applied for graduation as compared to 20 graduates in FY18.

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 last three years at least half of applicants who disclosed their race have been minorities.

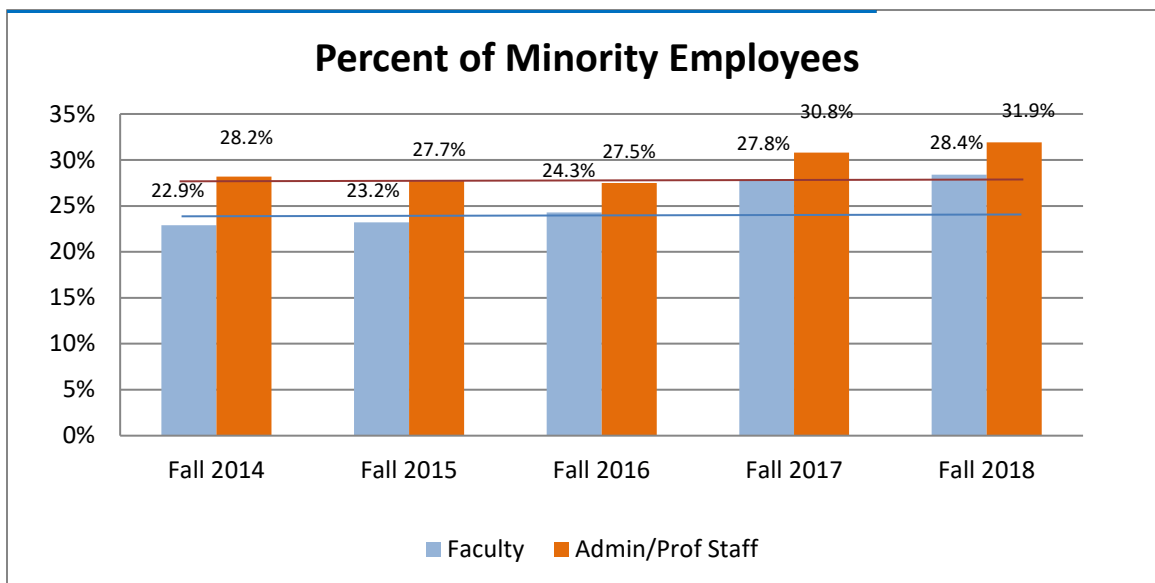


We believe that the effort to reach minority applicants is one of the driving factors behind the college's improvement in its minority percentages in key positions. As shown in the chart on the next page, the percentage of minorities in full-time faculty positions currently sits at 28.4%, the highest 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 31.9%, 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 and diversity committee recently surveyed minority employees across campus to assess satisfaction and brainstorm ideas for improving the minority experience for our workforce. The suggestions were reviewed for the implementation of employee resource groups and expand training regarding implicit bias and microaggressions.



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

HCC is proud of its plan for diversity, inclusion, and equity and ongoing campus diversity programming. In 2018, the college's efforts to promote diversity, inclusion, and equity were recognized by the Association of Community College Trustees with the national Charles Kennedy Equity Award. Cultural diversity continues to be addressed in a number of ways, including the following, among others:

- A multitude of diversity, 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.
- 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 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.
- 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 242 first-generation, low-income students 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 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, a 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 80 students through its summer institute 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 150 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/Latino student success completion program, Ambiciones, promotes Hispanic/Latino student success by recruiting Hispanic/Latino 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 80 students, and is focusing on significantly increasing its participation during the 2019-2020 academic year.
- 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 four HCC #USPEAK dialogues during the 2018-2019 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 [AnnualSecurityReport.pdf](#). 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 and critical language opportunities: Programs and scholarships that increase opportunities for underrepresented students in science, technology, engineering, and mathematics (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: 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.
- 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 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. Programs that promote persistence to postsecondary education are critical.



OFFICE OF THE PRESIDENT

July 31, 2019

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.

Sincerely,

A handwritten signature in black ink, appearing to read "DeRionne P. Pollard".

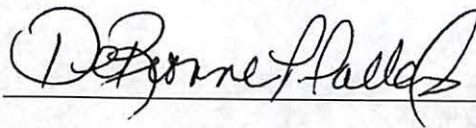
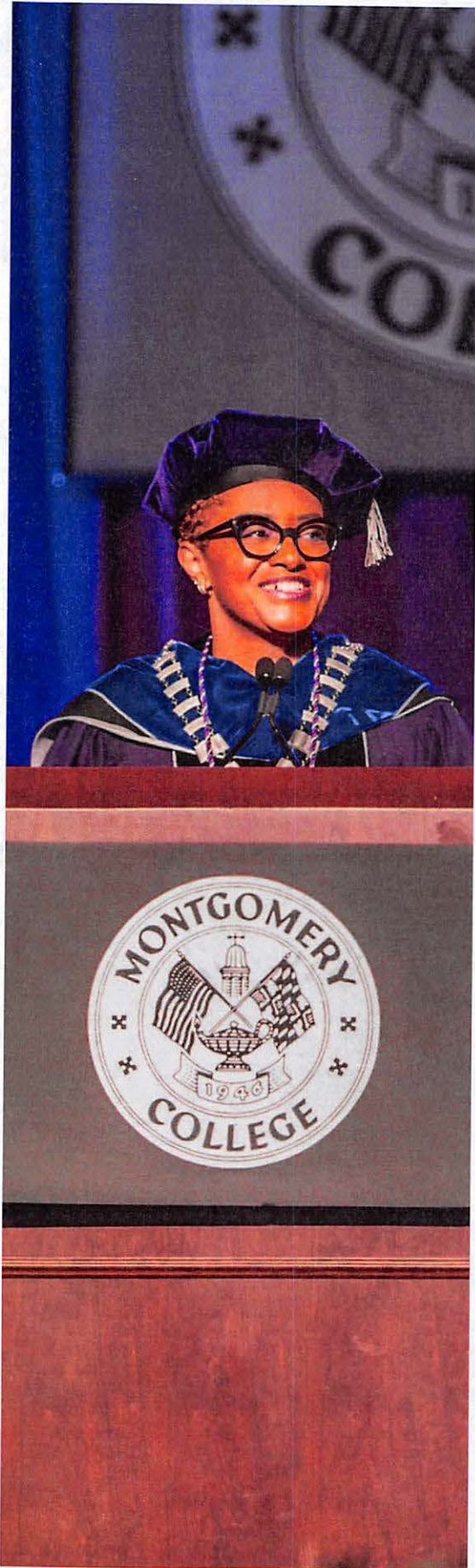
Dr. DeRionne P. Pollard
President

MONTGOMERY COLLEGE DIVERSITY PLAN

Our College Roadmap for Ensuring and Sustaining Diversity and Inclusive Excellence



ANNUAL PROGRESS REPORT
July 2019



Dr. DeRionne P. Pollard
President



Ms. Gloria Aparicio Blackwell
Chair, Board of Trustees

MONTGOMERY COLLEGE

ANNUAL PROGRESS REPORT ON PROGRAMS OF THE CULTURAL DIVERSITY PLAN

July 2019

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, 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*. 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 2018-2019 fiscal year, the Montgomery College (MC) annual progress report focuses on the following four areas.

- a. **A summary of the institution's plan to improve cultural diversity as required by Education Article §11-406.**
- b. **A description of efforts to increase the numerical representation of traditionally underrepresented groups among (1) students, (2) administrative staff, and (3) faculty.**
- c. **A description of efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.**
- d. **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, inclusion, 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,¹ is the College's roadmap for improving cultural diversity for its students, staff, and faculty. In accordance with the College's values of *Excellence, Integrity, Innovation, Diversity, Stewardship, and Sustainability*, we continue to evaluate our progress using the Plan as the guideposts by which the College measures its success.

¹ 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).

By integrating the values of diversity and inclusion into the College's operational, tactical, and strategic plans, the College demonstrates its institutional commitment and can assess its progress, evaluate success, and plan for the future. Equity and inclusion are imbedded in each area of emphasis in the strategic plan 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, which is evaluated in annual performance reviews. This requirement is just one of 96 strategic action measures that supports 21 strategic goals related to the College's five areas of emphasis.² The College is now in the seventh year of its seven-year plan. Progress is evaluated regularly throughout the year and documented in an annual progress report submitted each year to the College's president and to the Board of Trustees for approval.

Continued emphasis on diversity and improvement in our work has been highlighted in 2019, under the leadership of Sharon Bland, the College's Chief Equity and Inclusion Officer, who led the our first annual Equity Summit, the theme of which was "From Awareness to Action: Embracing Equity and Inclusion at Montgomery College." The goals of the Summit were to: foster stronger College and institutional relationships; engage the college community in conversations about the future of equity and inclusion at MC, including how it translates into successful outcomes for our students; expose participants to the Inclusive Excellence model and the critical importance of equity, civility, and inclusion in the 21st century; and develop a toolkit for action. During the day-long summit, participants engaged in Equity Dialogues and heard from dynamic guest speakers such as, Dr. Damon Williams, Chief Catalyst, Center for Strategic Diversity Leadership & Social Innovation/Senior Scholar & Innovation Fellow, Wisconsin's Equity & Inclusion (Weil) Laboratory at University of Wisconsin-Madison; Mr. Diego Uriburu, Executive Director, Identity Inc.; Ms. Nancy Navarro, Montgomery County Council President; Mr. Marc Elrich, Montgomery County Executive; and Mr. Timothy Kane, Associate Director for Inclusion Initiatives at George Washington University.

Section 2: Efforts to increase Numerical Representation of Traditionally Underrepresented Groups

This section of the report 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

² For a comprehensive review of the College's strategic plan and corresponding action measures, see www.montgomerycollege.edu/president.

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 reported disabilities attending Montgomery College. Finally, there are 1,898 international students.³

Student Support Services TRIO Program

The 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 staff members are culturally diverse 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 as well as 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 better serve the diverse student population.

b. Staff/Faculty

The 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 AAP⁴ report indicates that minorities are employed at a rate of 49.1% and are represented in 91% of 81 departments. Women are employed at a rate of 56.7% and are represented in 93% of all departments. Between 10/01/2018 and 3/31/2019, the College hired 58 people. Of the 58 hired, 62% were minorities and 59% were women.

³ International students are identified using definitions provided by the Institute for International Education.

⁴ The 2018 AAP data covers the period from October 1, 2018 through the date of this report.

The Fall 2018 demographic data for employees is as follows: 3,115 employees of whom 42% were employed on a part-time basis. Of the total number of employees, 53% were White, 26% were Black, 12% were Asian, 8% were Hispanic, and 1% was 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 candidate selection, as well as educated regarding employment laws and best practices for attracting and retaining diverse talent. Additionally, we ensure that our 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 recruitment 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 addition, we continue to review a variety of recruitment sources that target minorities. We have modified our account with Latinos in Higher Education magazine so that our career site is swept directly to ensure consistent posting of all positions. We have joined and begun posting positions with the Higher Education Recruitment Consortium, a nonprofit consortium working to advance equity and excellence in the higher education workforce.

The College monitors recruitment postings on an ongoing basis to ensure that we are attracting a diverse applicant pool. In addition, we have started tracking applicant demographic metrics on a quarterly basis. This allows us to identify where additional outreach efforts are needed. For fiscal year 2019, of the applicants that self-disclosed, the percentage of minority applicants has increased from 64% to 79%. The percentage of applicants self-disclosing as female was 60%.

Section 3: Initiatives to recruit and retain

Student Support Services TRIO Program

To recruit students, we participate in college recruitment events such as Raptor Rising, MC Information Sessions, Parent Nights, Scholarship Breakfast, Health Fair, and other events. To retain students, we utilize intrusive academic advising, provide tutoring in mathematics, English, reading, social sciences, humanities, and introductory science courses. We track student progress and communicate with students frequently.

Combat2College Program

As part of our ongoing retention initiative for student veterans, Combat2College, staff has taken an intrusive approach to student retention. 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. In order to promote student

retention, Combat2College staff review midterm grades of Veterans Administration (VA) education beneficiaries and provide appropriate referrals for students in need of academic interventions, or referrals to resources that can assist with personal hardships. In the months leading up to the start of the fall and spring semesters (August and January) Combat2College staff review files of VA beneficiaries and contact students who have not completed their VA certification paperwork or registered for the upcoming semester, and provide appropriate assistance 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 of day. 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 designed for the retention of African American/Black male students at Montgomery College. The program 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 will have an off campus gathering/activity, as well as a book reading and discussion series.

Section 4: Efforts 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. Students – Curricular initiative promoting cultural diversity in the classroom

Co-Curricular Cultural Diversity Programming held in 2018-2019:

Student Life supports the World of Montgomery Festival with “Shine Your Light” activities:
Student Life clubs and organizations worked to create and host a tent full of activities for the Montgomery County World of Montgomery Festival, which drew over 5,000 visitors to the Rockville campus on Sunday, October 21, 2018. Volunteers from MC Serves, the Anime Club, Early Childhood Education Club, Engineers Without Borders, Future Female Leaders, Muslim Student Association, and the STEM Ed Club hosted firefly making, paper lantern crafts, henna, face painting, Arabic calligraphy and more.

In Harm’s Way: Families Seeking Refuge Simulation:

The Service-Learning Program, Women’s and Gender Studies, Global Nexus, and Department of World Languages and Philosophy hosted the “In Harm’s Way: Understanding Families Seeking Refuge” event on Friday, November 16, 2018. A team of 15 student volunteers and co-chairs Nik Sushka and Professor Pat Ruppert met throughout the fall semester to plan the interactive simulation that asks participants, “What would you do if you were in harm’s way?” Over 100

students, faculty, and staff attended the program where they were guided by student volunteers through several simulation modules, such as Leaving Home, Crossing the Border, and Applying for Asylum. Following the simulation modules, participants broke in to small groups to reflect on their impressions, personal experiences with the issue, and potential next steps to support local immigrant and refugee families. Attendees were also encouraged to bring new blankets that were donated to families served by the Lutheran Social Services Refugee Resettlement Program.

Civic Reflection Training & Civic Reflection Discussions: Members of the Student Life office participated in the Civic Reflection training with the Center for Civic Reflection. Staff were trained to use readings, images, and videos to engage people in deep, productive conversation about issues that impact their communities and work in the world, a practice called civic reflection. Staff then hosted Civic Reflections with the leadership cohort Impact MC and at the Rockville Campus Volunteer Fair with students, employees, and community members that focused on topics of social justice and volunteering.

City of Rockville Diversity Leadership Workshop: MC students participated in a six-hour workshop with local high school students hosted by the City of Rockville Human Rights Commission. Workshop topics included facets of diversity, internalized oppression, stereotypes and bias, immigration policy, healing racial trauma, and applications of leadership.

Mental Health First Aid Certification: Students participated in an eight hour Mental Health First Aid certification that teaches how to identify that a mental health problem may be occurring, how to respond appropriately, and how to be an ally for individuals who have a mental health disorder. Topics included substance use, dependence, and abuse and its relationship to mental health.

Opioid and Substance Abuse Training: Students watched the movie *Heroin(e)* and discussed data and stories of the opioid epidemic, were trained to respond to an opioid overdose, and proposed their own advocacy campaigns to raise awareness and remove stigma of using community and campus resources. Participants also heard from professionals in criminal justice, mental health, and social services fields about their work.

Impact MC: Civility Assessment and Dialogue: Leadership program participants assessed their civility skills, then participated in a dialogue with the MC President's Advisory Committee on Equity and Inclusion about the role civility plays in creating equitable and inclusive environments and actions we can take to promote civility at MC.

Alternative Summer Break: Removing Barriers to Good Health and Well-Being, Workshop on Structural Racism & Health Disparities: Alternative Break students and staff participated in a workshop facilitated by the Steinbruck Center for Urban Studies where they learned about structural racism and its relationship to health disparities in the DC/Maryland region. Students included aspiring nurses, mental health professionals, lawyers, and policy makers who reflected about the role structural racism would have in helping them serve people effectively in their chosen professions.

Maryland Male Student of Color Summit



The 3rd Maryland Male Student of Color Summit (MMSOC) was held at the Germantown Campus, October 5, 2018, in response to closing the achievement gap. The gap in academic achievement continues to divide our under-represented male students of color from traditional students. The achievement gap, as reflected in college participation, retention, and graduation rates, threatens damaging consequences for Maryland as these students fail to complete college and obtain well-paying jobs and a comfortable standard of living. Over 300 students, faculty, staff, and community persons from around the State were in attendance. Nearly 200 were male students of color representing Maryland's community colleges and a cohort of students from Clarksburg High School for the mid-day plenary.

The MMSOC summit focuses on relevant topics and activities designed to educate, equip, and enlighten participants to strategically increase college and career success of male students of color. The summit showcased a host of thought provoking and interactive workshops as well as inspiring key speakers: awarding winning journalist, John Quinones and student spotlight speaker, Sadiq Ali. ABC News reporter and commentator John Quiñones shared the secrets of his exceptional career, which included an odds-defying journey, in which education was a life-transforming experience. He also narrated some thought provoking insights into human nature and ethical behavior. Mr. Quiñones is best known in recent years for his ethics show "What Would You Do?" Sadiq Ali, who is the founder of Millionaire Manners Academy, spoke about self-esteem development, relationship building, and youth empowerment. His training organization focuses on leadership, life skills, and career readiness through a framework of interpersonal relationships. Ali has motivated and redirected some of the most troubled youth and formerly incarcerated citizens.

African Americans and Ghana, West Africa: Heritage Sites and Community: The Office of International and Multicultural Affairs presented a lecture on the historical and present-day connections between the nation of Ghana and Afro-Descendants from the Diaspora. The topics covered included Ghana's history, heritage sites, pan-Africanism, and the African-American repatriation movement.

Global Connections Black History Month 2019: A self-guided Field Trip Package was offered during the month of February. The field trip featured the exhibit "Between Worlds: The Art of Bill Traylor" at the Smithsonian American Art Museum in Washington DC.

Takoma Park/Silver Spring Campus Annual Multicultural Fair: Students highlighted their cultures through education displays, food, and performances. Co-sponsored by Student Life, Student Senate, the Takoma Park/Silver Spring Vice President/Provost's Office, and Global Connections.

"All That Jazz: East Coast Contributions America's Classical Music": On April 16, 2019, guest speaker and author, Dr. Regennia Williams, presented an enlightening lecture about the history of Jazz music in the DC area and other areas of the East Coast. Students and faculty had the opportunity to hear about the artists, major players, influences, venues, and viewed videos of different jazz performances. This program was held during Jazz Appreciation Month (JAM).

The MC Asian-Pacific Heritage Month Kick-off Celebration was held at the Takoma Park/Silver Spring Campus on Tuesday, April 23, 2019. MC students, faculty, and staff showcased their countries of origin to the audience. Attendees “traveled” with Global Connections to eight different Asian countries: China/Taiwan, India, Bangladesh, Vietnam, Nepal, Korea, Pakistan, and Sri Lanka. During this event, attendees visited interactive exhibits where they participated in hands-on activities such as calligraphy, origami, country quizzes, and food sampling while learning about each Asian country. Attendees signed a book of condolences for the April 2019 Easter Sunday tragedy in Sri Lanka. Afterwards, the book of condolences was presented to the Embassy of Sri Lanka in DC. The festival had 175 attendees and was co-sponsored by the MC Asian Heritage Month Committee.

Hispanic Heritage: In honor of Hispanic Heritage Month, the Office of Student Life and the Humanities Department collaborated to bring Salvadorian singer, songwriter, and storyteller Lilo Gonzalez to Montgomery College.

Panera Bread Giveaway: In Collaboration with the SHAW Center and the Office of Student Life, Panera Bread donated food monthly during the Spring semester to assist in minimizing food insecurity for Montgomery College students by providing donated goods from Panera Bread to students.

b. Staff and Faculty: Cultural Training

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 (8) sub-committees: Student Experience and Campus Culture; Business Practices and Procurement; Faculty, Teaching and Curriculum; Human Resources/Recruiting, Hiring, Retention, Succession Planning; Nationwide Peer Institution Best Practices/Assessment and Evaluation/Resources; Reports and Communication; Training, Dialogue, Events, Celebrations; and Workforce Development and Community Engagement.

Over the course of the last academic year, PACEI members participated in a variety of trainings on topics such as Courageous Conversations, Unconscious Bias, Mastering Civility, and Interrupting Micro-Aggressions. Additionally, each sub-committee developed a list of proposed activities the College should “start, stop and sustain” as it relates to equity and inclusion. Those recommended actions were approved for implementation by our senior administrative leadership team (SALT). Recommendations included:

Professional Development: Montgomery College’s Office of E-Learning, Innovation, and Teaching Excellence (ELITE) is dedicated to promoting diversity programs for both faculty and staff. In addition to creating and providing its own diversity programs, ELITE partners with other units and departments to form rich collaborations in diversity awareness for staff and faculty. Below are a few examples from the inventory of events:

- **Creating an Inclusive Classroom:** This event features panelists who offer strategies to help create an inclusive classroom for specific student demographics. The panelists will speak to how creating an inclusive environment affects student outcomes. The specific student demographics that will be discussed are: Muslim students, female students, and students whose first language is not English. Outcomes for attendees are being able to demonstrate knowledge of how to create an inclusive classroom for at least two student demographics and articulating how creating an inclusive environment affects student performance.
- **Creating Radically Inclusive Course Materials with Universal Design:** With the growing diversity of students, have you ever wondered if your course design meets the needs of all your students? Universal Design is an approach to designing course materials and content to honor different learning styles and benefit students with disabilities. Moreover, Universal Design will benefit all students with its flexibility. In this training, you will have the opportunity to learn how to create accessible course content that can be used by all students, including students with disabilities. Outcomes for attendees are being able to apply the principle of universal design for course design in digital format; identify the potential usability and accessibility issues for students in the course development process; and utilize the simple techniques to create accessible digital course content such as course syllabus, PowerPoint presentations, and multimedia files
- **External Differences/Internal Similarities: Communicating Human Values through Religion:** Dr. Lauve Steenhuisen is a full teaching professor of theology and women's studies at Georgetown University. She is a scholar of American theologies and religious movements, specializing in feminist and sociological analyses. Her work has been published in *Studies in Religion/Sciences Religieuses* and in the *Georgetown Journal of International Affairs*. She has presented her research at conferences and has served as a keynote speaker. Outcomes for attendees are being able to discuss how religious belief is expressed in diverse cultures; identify how religion and culture are interdependent; and explain how religion in many cultures represents core human values.
- **Supporting Success for our iGen students:** Student success is the driving theme of our service at MC. Faculty have stepped up to meet the unique needs of millennials. Now, iGen students are also in our classrooms. What are their world views, values, and needs that impact teaching and learning? How might we adapt yet again? Outcomes for attendees included being able to identify distinct characteristics of millennials and iGens; apply characteristics to specific teaching practices; and strategize department initiatives that synchronize with changing student demographic.
- **Teaching Students Who Are Challenging:** Each semester faculty report that reaching ALL students can be difficult. Students with defined and undefined special needs and classroom behaviors can provide an opportunity to consider new strategies to enhance teaching and encourage a positive classroom environment. Outcomes for attendees are identifying specific student classroom behaviors that are challenging; identifying contributors to challenging behaviors; practicing research-based strategies to address challenging behaviors; content-design and delivery; classroom arrangement; classroom policies; cueing students with behavioral challenges; discussing characteristics of positive learning environments; and completing activities that reinforce their ability to respond challenging student behaviors.

Safe Zone Training is offered via Counseling and Advising. The purpose of the training is to provide faculty, staff, and administrators the opportunity to: gain new understandings of gender, gender identity, gender expression, and the diverse range of sexual and affectional orientations; to acquire resources and referral information and practice communication skills for classroom or office discussion or unexpected disclosure. With regard to outcomes, faculty, staff, and administrators learned to foster a welcoming environment for students who are gay, bisexual, transgender, or questioning identity (LGBTQI). LGBTQI students often feel unsafe at school, resulting in reduced attendance to avoid risk, bullying, or bias.

Wellness Fair and Therapy Dogs: Provided students and individuals the opportunity to connect with a variety of college and community resources that are helpful to managing stress, anxiety, and a variety of behavioral health issues without fear of judgement.

Representative Faculty presentations:

- Dr. Shelley Jones presented “Teaching El Salvador in the World Languages Classroom” at the American Association of Teachers of Spanish and Portuguese in Salamanca, Spain; coordinated Humanities Days on the Takoma Park/Silver Spring campus (impacting 672 students and 80 faculty members); co-led the Global Classrooms Faculty Fellowship in which eight faculty members across the College were guided and trained to produce international virtual exchanges with El Salvador, India, and China. She presented on Global Classrooms at MC at the Going Global, Growing Global: Fostering International Education and Exchange at Community Colleges symposium at Montgomery College in April 2019; collaborated with Salvadoran colleague and Professor of Literature Jorge Aguilar who presented to her intermediate Spanish class about community engagement projects with his students at a correctional facility in El Salvador.
- The Institute for Race, Justice, and Civic Engagement, led by Dr. Vincent Intondi, hosted the 9/12/18 screening of *Selma* [Film], the 9/17/18 Constitution Day Teach-In, and 9/30/2018 guest speaker: Jesse Hagopian, award-winning teacher from Seattle and author of “Teaching for Black Lives.” He talked to students and faculty on the importance of Ethnic Studies and developing curriculum to reach a diverse student body. He ordered hundreds of small Puerto Rican flags (Student Life followed suit and did the same) to support Puerto Rico after the hurricane and the US poor response. Students wrote the correct number of people who died on the flags and put them all over campus as a way to say “Never Forget.”

Non-Credit Programs that support Cultural Diversity

In general, our working adult population (average age is 35-36) benefits from a rich array of career enhancement learning and certification earning possibilities. These adult students bring the richness of our communities into the College while building their individual capacity for lifelong community, workforce, and economic development opportunities in their own communities. 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 are approximately 3,900 instances of a Montgomery College student taking a noncredit course prior to taking a credit course. Noncredit experiences significantly contributes to the rich diversity of our student body.

Program examples:

- Adult ESL and GED programs meet students with limited English proficiency or adult basic education needs where they are. 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) programs have been 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 programs serve newly arriving immigrants through language skill development, acculturation of community norms, career development, and independent living skills.
- The Graduate Transitions Program serves post high school individuals with learning disabilities. Students work on strengthening communications and workplace skills through a unique two-year program of study. Many students go on to work experiences with the Montgomery County Project Search initiative.
- The Hispanic Business Training Institute provides instruction in Spanish for several technical and business career fields. Students are able to advance in their career fields while strengthening English language skills.
- The GED preparation program offered at the Montgomery County Correctional Facility and the Pre-Release Center provide basic educational skills development for individuals while they are incarcerated. Upon graduation with the GED diploma, these students receive scholarships to attend Montgomery College.
- Our Lifelong Learning Institute provides lifelong educational enrichment opportunities for our community members fifty years of age and beyond. More than 10% of the college credit and noncredit students are in this age group.

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.”⁵

All hate-based crimes reported to Public Safety staff, typically via telephone, in-person, walk-up, or by written correspondence will be assessed to determine if a Timely Warning or advisory needs to be issued. The report is then forwarded to appropriate personnel such as the Dean(s) of Student Development, Title IX Coordinator, and/or the Director of Employee and Labor Relations, and Chief Equity and Inclusion Officer. External Law Enforcement will be notified of the report and coordinate an investigation if deemed appropriate. The report will be recorded and retained by Public Safety and resulting statistics will be printed in the College’s Annual Security Report.

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 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 U.S. 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, and 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.

⁵ Montgomery College Annual Security Report, January 1–December 31, 2016 Prepared by The Office of Public Safety and Emergency Management



CULTURAL DIVERSITY REPORT

2018-2019

A Roadmap for Ensuring and Sustaining
Diversity in Our Community



Transforming lives.

PRINCE GEORGE'S
COMMUNITY COLLEGE

May 2019



Prince George's Community College Cultural Diversity Annual Report

July 18, 2019

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

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FY2019

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Committee on Cultural Diversity 2018-2019

Ms. Andristine M. Robinson (chair)
Director of Governance and Diversity

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Interim Director, Professional and
Organizational Development

Ms. June L. Evans
Director
Center for Entrepreneurial Development

Mr. Robert M. Fernandez
Resource Development Elearning
Library and Learning Resources

Ms. Samantha Howard
Coordinator, Recruitment and
Community Relations (Student Recruitment)

Ms. Leslie M. Lee
Manager of Recruitment
Human Resources and Organizational Development

Dr. Tiffany A. Padgett-Moore
Assistant Professor, Mathematics

Mr. Nicholas W. Robinson
Associate Professor, Nuclear Medicine

Ms. Clarissa S. Stroud
Executive Associate II, Office of the
Vice President for Enterprise Technology

Ms. Priscilla C. Thompson
Director, Library and Learning Resources

Ms. Victoria E. Thompson
Assistant Professor, Radiology

Ms. Mirian L. Torain
Associate Dean, Humanities, English
and Social Sciences

Mr. Paul Van Cleef
Academic and Career Advisor

Ms. Sade A. Walker
Senior Research Analyst

Dr. Kathy L. Yorkshire
Professor, Business Studies & Academic
Enrichment and Coordinator, Honors Program

SUMMARY

This report provides a summary of the accomplishments during the sixth and final year of the FY2014-FY2017 cultural diversity plan. The plan was continued for an additional two years – one year in keeping with the college’s decision to do so with the overall strategic plan and another year while the Cultural Diversity Committee developed a new three-year plan. This report also includes accomplishments from the first year of the new strategic plan for FY2019-FY2021.

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. This means that the College promotes opportunities to expand the worldview of students and employees through exposure to and a greater understanding of all peoples, cultures, and lifestyles. This also means that members of the College community collaborate across the College while understanding that everyone brings something to the table.

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.

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. For FY2018, (71.4%) of the credit students identified as “Black or African American” and an additional 11.9% identified as “Hispanic/Latino.” With respect to employees, 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 FY2016. While the trend shows a slight increase in hiring individuals identifying as Hispanic, efforts continue to engage and attract Hispanic and other minorities to the faculty and staff.

MISSION STATEMENT

The college's current vision and mission are as follows.

Vision

Prince George's Community College is the region's premier center for innovations in learning, community engagement, and strategic partnerships that inspire educational, career, and personal success.

Mission

Prince George's Community College provides affordable, high-quality learning experiences that support personal, professional, and educational development for diverse populations contributing to the economic equity and cultural vibrancy of our community.

COMMITTEE ON CULTURAL DIVERSITY AND DEFINITION OF DIVERSITY

The Committee on Cultural Diversity oversees the institutional cultural diversity plan that coincides with the College's strategic plan and provides a framework for achieving diversity goals with specific strategies to create a climate that embraces diversity beyond culture. The plan has mission-driven goals for improving diversity with specific areas of emphasis that include diversity training and education, infusing diversity into the curriculum, recruitment and retention of underrepresented groups in the workforce and the student population, and programmatic efforts focused on creating an inclusive environment. Enhancing knowledge and understanding of students from diverse faith and non-faith backgrounds is also a goal of the plan.

During the 2013-2014 academic year, the Ad Hoc Committee on Cultural Diversity developed 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 Mid-Atlantic Diversity Officers in Higher Education (MADOHE), the Maryland Community College Diversity Roundtable of which the director of Governance and Diversity

serves as one of two co-chairs, and the Washington Regional Task Force Against Campus Prejudice (WRTF). The director of governance and diversity serves on the Professional Development Committee, Chapter Support Subcommittee and Bylaws Committee for NADOHE, and on the Bylaws Committee for MADOHE. On September 29, 2018, during the 19th National Role Models Conference sponsored by Minority Access, Inc., Prince George’s Community College was one of less than 40 colleges and universities across the country recognized as an institution committed to diversity for 2018. This was the 4th consecutive year that the College has received this award.

EFFORTS TO INCREASE THE NUMERICAL REPRESENTATION OF TRADITIONALLY UNDERREPRESENTED GROUPS

RECRUITMENT AND RETENTION

GOAL 1.

Attract, recruit and retain highly qualified employees and students to create a culturally diverse college community.

TASKS COMPLETED

EMPLOYEE RECRUITMENT

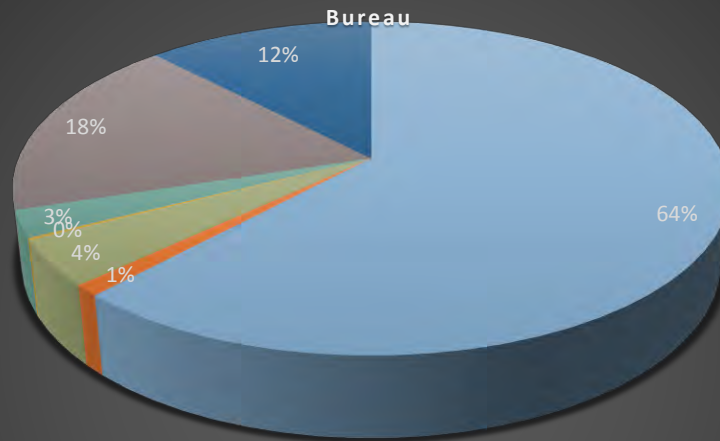
Prince George’s Community College’s hiring trends over the last three years slightly mirror the demographics of the county’s projected 2017 census.

As we focus on diversity and inclusion, the last four years shows a slow progression toward hiring individuals from underrepresented groups. However, there is a decline in the African American/Non-Hispanic population in the workforce. While the trend shows an increase in hiring individuals identifying as Hispanic, continued efforts are required to engage and attract Hispanic and other minorities for faculty and staff positions.

Ethnicity of PGCC Workforce	FY 18	FY 17	FY 16	FY 15
African American/Non-Hispanic	58.61%	61.58%	67.19%	65.00%
American Indian	0.34%	0.28%	0.00%	0.60%
Asian/Pacific Islander	4.05%	4.52%	3.62%	2.00%
Hispanic	4.09%	5.37%	4.52%	2.60%
Reporting Two Or More Races	2.17%	1.98%	1.36%	2.20%

Ethnicity of Prince George's County (Census 2017)

Source: US Census



- Black or African American alone, 64.60%
- American Indian and Alaska Native alone, 1.10%
- Asian alone, 4.60%
- Native Hawaiian and Other Pacific Islander alone, .20%
- Two or More Races, 2.70%
- Hispanic or Latino, 18.50%
- White alone, not Hispanic or Latino, 12.70%

The College's recruitment efforts focus on diversity and inclusion, with targeted emphasis on attracting individuals from underrepresented groups. On average, Prince George's Community College's racial demographics is on par with the county's ethnicity representation except for individuals identifying as Hispanic or of Latino heritage.

The Recruitment Department continues to leverage its partnership with the Higher Education Recruitment Consortium (HERC). The relationship benefits the College by providing an opportunity to post positions directly on the HERC website, access to their CV/resume search database which allows for targeted searches for individuals seeking employment with experience matching the College's vacancies. Additionally, the partnership with HERC lends to the ability to post the positions on various diversity sites affiliated with DirectEmployers, which maintains relationships with a host of diversity, disability, military and social media sites.

Prince George's Community College's Division of Human Resources and Organizational Development (HROD) held its first annual spring 2019 job fair hosted by the Recruitment Department. The event highlighted employment opportunities that exist here at the college. The primary focus was on digital advertising designed to reach job seekers residing in Prince George's County and neighboring

states. The event was a success. HROD matched viable candidates with hiring officials to explore employment opportunities. Data from this event will serve as a baseline for future recruitment events.

EMPLOYEE RETENTION INITIATIVES

The College continues to promote programs designed to enhance and incentivize employees experiences such as:

- Tuition Assistance
- Cornerstone Learning Management System
- Dare to Excel
 - Recipients receive awards to include a day off with pay, lunch with the president and retail gift cards.

Additionally, Prince George’s Community College has been recognized at the **Silver level as one of Maryland’s Healthiest Maryland Businesses**. The Healthiest Maryland Business (HMB) Wellness at Work Awards Program recognizes Maryland businesses that are committed to improving all employees’ health and well-being. The Wellness at Work Awards recognize HMB members and highlights wellness initiatives that meet all components of the CDC’s Workplace Health Model.

STUDENT RECRUITMENT AND RETENTION

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 71.4% of all credit students attending in spring 2017). Over the same time period, the percentage of Hispanic/Latino students rose from 8.0% to 11.3% of the credit student population.

Ethnicity for Students	FY 17	FY16	FY 15	FY 14	FY 13
Black/African-American only	71.4%	70.9%	71.7%	72.5%	74.1%
American Indian or Alaskan Native Only	0.4%	0.4%	0.4%	0.4%	0.4%
Asian Only	4.1%	4.2%	3.5%	3.6%	3.4%
Hispanic/Latino	11.3%	11.3%	10.5%	9.3%	8.0%
Multiple Races	3.0%	3.1%	2.8%	2.7%	2.3%

The Office of Recruitment and Admissions has participated in the following programs and initiatives to develop effective ways to recruit and retain 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)
- Educational Talent Search
- Maryland Multicultural Youth Center
- Latin American Youth Center (LAYC)

- 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 on Radio America
- Private school visits
- PGCPs ELL student visitation & International High Schools (Langley Park & Largo HS)
- CASA de Maryland
- National Hispanic / Career Council College Fairs Inc.
- Liberty's Promise
- Cultural Sensitivity Training, Office of Recruitment and Admission staff

Hispanic Events

- Bell Multicultural Career and College Fair
- PGCPs Hispanic Parents Programs
- Latin American Youth Center New Futures Career Fair, Campus Tours, Summer programs and regular visits
- Maryland Multicultural Youth Center Campus tour and 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
- Encuentro De Chicas Latinas (Girl Scout Event)
- 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 PGCPs
- Pregnant and Parenting Teen Parent Conference, Bowie State University
- International Student College Fair (formerly National Hispanic College Fair) – Host Site for fair 500+ PGCPs ELL students

MNCPPC Mis Quince

The Coordinator of Recruitment and Community Relations teaches college preparation workshops as well as provides a complete campus tour to 15 hand selected teen girls in the Mis 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

- 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 the PGCC sites are in the Langley Park area, 400+ students attended this event
- Langley Park Day, annual event
- Beltsville Day, annual event

- Hispanic Youth Institute, over 100 Prince George's County students of the 250+ students that attended the event from the tri-state area
- CASA de Maryland – Mi Espacio Program
- Maryland State Financial Aid Application (MSFAA) completion initiative for undocumented students

Admissions Access Initiatives

- DACA status added to undergraduate application.
- Residency changes, Tile 6-102 in the CODE. Effective immediately, students that are PGCPSS high school graduates OR hold a State of Maryland Driver’s License with a Prince George’s County address are to receive in-county rates.
- Tuition assistance identified for eligible undocumented students.

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.

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:

On-line Diversity Courses taken:

- Americans with Disabilities Act for Managers 2110
- Title IX for Higher Education 2123
- Kognito (LGBTQ Campus Awareness) 122
- What is Sexual Harassment? 59
- Miscellaneous Titles in Diversity 7

Grand Total 4421

- A Diversity Module will be included in all of the Leadership Courses offered each fiscal year. During FY19, the following was offered in the “Emerging Leaders Program” – “Village of 100.”
- “Safe-Space Training” (LGBTQ) – April 30, 2019

Diversity programming included:

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. The Prince George's Community College Library uses its Facebook page to highlight themes for the month and historical events. Prince George's Community College's Library Learning Resources also publishes issues which highlights cultural information as well as the various heritage and history months. This includes Black History Month, Asian Pacific Heritage Month, Jewish American Heritage Month, and Hispanic Heritage Month.

On October 18, 2018, during Hispanic Heritage month, the Laurel College Center invited Jessica Rodriguez Brynarski to share the traditional Afro-Rican, Bomba, from Puerto Rico. She described the instruments, songs, steps, and clothing used in the dance. Bomba has been described as a rebellion cry against slavery used by the African slaves who were brought over to Puerto Rico. Now it is practiced as a way of culture sharing and expression among the Afro-Rican community. There were 68 participants.

The University Town Center sponsored a Soul Food Celebration with the theme Black Migration on February 26, 2019. Students were asked to come and share their story of how they migrated to the United States. In addition, they were to share the importance of Black History Month and what it meant for them. There were 31 participants.

On February 26, 2019, the Campus Activities Board (CAB) hosted a student panel for Black History Month with the theme "Loving Your Blackness." The purpose of the panel was to give students an opportunity to ask questions and express concerns about Black History Month. The panelists were Student Trustee Marcellus Kirkland, Brian Hamlin from Diverse Male Student Initiatives, and Professor Bridgette Robinson from the History Department. There were 30 participants.

The Campus Activity Board (CAB) hosted on February 28, 2019, an evolution of hip-hop event, and over 100 students attended. During this event, the CAB President showed a PowerPoint of music from 1925 to the present day. They also had a DJ who played music from each decade.

During the Dual to Degree Spring Blast Off, the Office of Recruitment and Admissions sponsored "Factuality." This is an all in one facilitated dialogue, crash course, and board game that simulates real life experiences in America. It is played with a rich group of diverse characters that encounter a series of structural advantages and limitations based on the intersection of their race, gender, sexual orientation, faith, and class. Factuality's board game delivery allows participants to get comfortable with being uncomfortable, allowing for a courageous conversation about structural inequality in America. In 90 minutes, the game unpacks: racial discrimination, religious discrimination, redlining & gentrification, gender discrimination, (mental) health discrimination, race & gender pay gaps, incarceration & bail disparities, sexual orientation discrimination, education inequity, class, accessibility, and intersectionality. The outcomes include:

- Participants will become acquainted with the intricacies of inequality's intentionally structured foundation and its crippling cyclical nature.
- Participants will be able to dismantle the various preconceived biases associated with various marginalized groups.

- Participants will leave self-aware and can (begin to) contribute to inclusive rhetoric regarding the dissolution of structural inequality.

There were 95 participants.

“No More Hate Crimes” was sponsored on March 28, 2019 by the Psychology, Sociology & Education Department, the Administration of Justice Collegian Center, and the Violence Prevention Center. The purpose of the panel was to discuss what hate crimes are, why they occur, who they impact, and how to combat them. Each attending speaker gave their insights and commentary on hate crimes before questions were taken at the end. The first presenter, Dr. Kofie, discussed the “sociology of hate,” why it occurs, who it impacts, and data on crime statistics within the United States. Professor Jones explored the legal definitions of what constitutes hate crime in federal and state law, as well as his personal experiences with hate. ASA. Hoppmeyer discussed the process of prosecuting hate crimes in Prince George’s County from multiple aspects. ASA. Hoppmeyer explored how, by Maryland statutes, hate crimes are difficult to prove because they rely on the legal standard of “intent.” Tya Johnson presented resources here at PGCC, to include the Violence Prevention Center, and external advocacy groups for those who seek assistance.

On April 18, 2019, the Faculty Senate sponsored a diversity and inclusion workshop, “Unconscious Bias: How we act, interact, react in academic spaces.” The areas that were explored were:

1. Unconscious bias, exactly what is it?
2. Micro-aggressive behaviors, how do they manifest?
3. Recognizing, identifying, and discussing unconscious biases and micro-aggressive behaviors, and
4. The impact of these behaviors on: our students, our colleagues, and the wider organizational culture.

The presenter was Dr. Diane Forbes-Berthoud, Assistant Vice Chancellor for Equity, Diversity, and Inclusion, University of California, San Diego; Visiting Professor of Leadership Studies, George Washington University, DC; Certified Coach and Member of the Tavistock Institute on Group Relations.

INCLUSIVE ENVIRONMENT

GOAL 1.

Identify learning experiences that are consistently offered to leaders where diversity and inclusion can be part of the conversation and a measureable outcome.

TASKS COMPLETED

During the 2018-2019 academic year, the Inclusive Environment Sub-Committee was focused on working with the Professional and Organizational Development department to ensure that there are conversations/learning exercises that focus on diversity and inclusion for all leadership programs.

- During FY19, the following was offered in the “Emerging Leaders Program” – “Village of 100.” The session objectives were to understand and have dialogue about the:
 - Importance of diversity

- Understanding the diverse workplace
- The value of accepting others' differences
- How we ourselves are part of the diversity of the world
- The need for tolerance and understanding

It also included a video from the AD Council that encouraged participants to identify and be aware of their own biases. There were 14 participants.

The sponsoring of regular forums highlighting diversity in our local community and discussions of issues of global concerns will resume during FY20.

In the fall of 2018, the PACE survey was administered to all college employees. There were diversity questions that were already included in the PACE survey and custom questions that PGCC added to the PACE survey. The questions were answered on a scale from very dissatisfied (1) to very satisfied (5). The mean scores for each question are below:

1. The institution effectively promotes diversity in the workplace – Mean Score = 3.922
 2. Student ethnic and cultural diversity are important at this institution – Mean Score = 4.169
- Custom Diversity Questions:
3. As an institution, PGCC welcomes everyone regardless of their race, national origin, ethnicity, religious affiliation, political beliefs, sexual orientation, gender identity, income level, and ability/disability – Mean Score = 4.352
 4. My supervisor is committed to and supports diversity – Mean Score = 4.297
 5. Employee diversity and inclusion are important at this institution – Mean Score = 4.156
 6. The college's diversity initiatives add value to the college – Mean Score = 4.107
 7. The college's policies and practices are implemented fairly across all employees, regardless of identity – Mean Score = 3.631
 8. People from all backgrounds are treated equitably – Mean Score = 3.799
 9. The college provides employees with adequate training/development regarding diversity and inclusion – Mean Score = 3.813
 10. The college offers opportunities for me to learn about people, cultures, and experiences different from my own – Mean Score = 3.664
 11. A racially/ethnically inclusive institution is created through my institution's practices – Mean Score = 3.835
 12. The institution advances the educational persistence of students from diverse racial/ethnic backgrounds – Mean Score = 4.021
 13. People from all backgrounds are well-presented among faculty – Mean Score = 3.842
 14. People from all backgrounds are well-represented among staff – Mean Score = 3.813
 15. People from all backgrounds are well-represented on the leadership team – Mean Score = 3.509

Overall, the majority of the responses from the PACE Survey were generally in the agree to strongly agree categories. This information will be used to continue to refine the work of diversity, equity and inclusion at the College.

CURRICULUM

GOAL 1.

Examine alignment of the college's definition of diversity within academic course offerings.

TASKS COMPLETED

This year, the Curriculum Subcommittee took the steps toward completing the first goal of the FY19-FY21 diversity plan related to curriculum. This goal was developed as a result of the elimination of the diversity assignment in the PAS 1000 course and the need to understand how Prince George's Community College students experience diversity in their course work at the College. The subcommittee met to review the current course catalog to determine courses in all Pathways that aligned with the College's diversity definition. After reviewing the catalog, the subcommittee chose five courses that met the alignment criteria. Since one of the Pathways offered at the College is Professional and Personal Development, it was decided to add a workforce development course to the list. The subcommittee looked for a diverse set of courses where all students are represented. In doing so, the members noticed that in the continuing education course selected, diversity was being taught in many different ways. Consequently, this first phase of course assessment will represent both credit and non-credit offerings. The committee has also received the cooperation of faculty teaching the courses. Subcommittee members will begin working with faculty in those areas this coming fall semester. The intent is to examine how students experience learning about diversity in these courses. Additionally, the subcommittee plans to develop a survey to distribute to students in each class to obtain their feedback. A new set of courses will be examined for the spring semester 2020.

The six courses the subcommittee chose to examine in Fall 2019 are as follows:

- RAD 1530- Clinical Radiography I - List implications of cultural diversity in the healthcare setting.
- BMT 2720- Managing Workplace Diversity - Define diversity and diversity consciousness.
-Identify communication methods in a world of diversity.
- CJT 1530- Community Policing - Explain the interactions between police and various diverse groups, the media and other entities.
- HLE 2220- Human Sexuality - Analyze gender issues in various societies
-Evaluate issues related to sexual orientation
- SOC 2400- Intro to Public Policy Health and Health Care Policy - Relate how race, ethnicity, gender, age, socioeconomic status and region impact healthcare outcomes
-Explain historical root causes of health disparities associated with race, ethnicity, gender, age, socioeconomic status, and region.
- ESL 628- Know your English Language Learners - Students will be taught to incorporate dynamic and interactive teaching methods into lesson plans, how adults acquire a second or other language, the characteristics of English language learners in the U.S., and teaching best practices.

While diversity was not being taught in the PAS 1000 course, the Diversity Committee continued to have the diversity cards distributed to the students enrolled in the PAS 1000 course for both fall and spring semester. The diversity cards include 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.

INTERFAITH UNDERSTANDING AND COOPERATION

GOAL 1.

Enhance knowledge and understanding of students from diverse faith and non-faith backgrounds.

TASKS COMPLETED

Interfaith programs were held throughout the fall and spring semesters. This year's 9/11 National Day of Service and Remembrance program was held on September 11, 2018. The day included "A Walk to Remember 9/11 Interactive Exhibit." Through the presentation of images and documentary videos, participants learned about the attacks in NYC, DC, and PA and the ultimate sacrifices made by so many on that tragic day in 2001. There was also a Chalk4Peace activity that allowed an opportunity to draw the community together to find common ground. Participants were able to draw their vision of peace and healing on large strips of brown paper that were later placed on display.

A Field Trip to the Underground Railroad Experience Trail in Sandy Spring, Maryland was held on October 5, 2018. The Underground Railroad trail guides the visitor through woods and farmlands on their route to freedom. Even though slavery was not abolished in Maryland until 1864, Maryland Quakers outlawed owning of slaves by its members in 1777. The Quakers made Sandy Spring, Maryland a center of religious and community life and a sanctuary for escaped slaves. Free Blacks owned their homes, and established churches and schools and, with the Quakers, assisted escaping slaves via the secret Underground Railroad.

The members of the Interfaith and Committee Service Committee presented a workshop on College Professional Development and Enrichment Day in October entitled "Speed Dialogue: Pathways to Interfaith Exploration."

Prince George's Community College students and employees continued 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.

The Martin Luther King, Jr. Holiday was observed on Monday, January 21, 2019 and is a national day of service. This year, The Interfaith and Community 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. Local service opportunities were also provided.

A Seder Meal was presented to the college community on April 26, 2019. The presenter was Professor Alan Kahn. Participants were invited to come and learn about Passover, a significant and important holiday for Jews, Christians, and Muslims.

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 2018-2019**

**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 2018-2019, 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" (p. 5) 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 continues 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.). Facilities management has an internal preventative maintenance plan where

service technicians test the door operators. Repairs are usually made internally and/or outsourced in an extreme circumstance in order to provide continuous service. The college has 46 automatic door operators; ten of the operators were replaced or repaired this year. Currently, four operators that were repaired in the first part of the fiscal year 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). During FY 2019, Facilities management installed a new accessible door next to counseling services (Maner Technology Center).

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. FY 2019 committee events included presentations on Irish-American Heritage, Maryland Teacher-of-the-Year, women's history, African-American history, dance, and poetry. The Passport around the World event initiated in FY 2018 in collaboration with the hotel-motel restaurant's culinary component experienced a 35% increase in attendance over the previous year. Diners at this year's event sampled cuisine from Ireland, Italy, and India. In conjunction with the college's human services department, Dr. Richard Warren, the 2018-2019 Maryland Teacher-of-the-Year, presented during African-American History Month and was welcomed by a diverse group of 32 teacher-education majors (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.

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. During FY 2019, 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 all high schools in Somerset and Wicomico Counties were visited along with a majority of the high schools in Worcester County.

This year a majority of schools in Wicomico County took advantage of this opportunity, in addition to several schools in Worcester and Somerset Counties. The following events were conducted by the admissions staff in FY 2019:

“Admissions Application Boot Camp” - In cooperation with Wicomico County Board of Education, the WWCC admissions staff hosted a majority of Wicomico County's junior class for an overview and to promote higher education. Over 200 students attended.

“Inspire Fair” - This cooperative project between WWCC and the Wicomico County Board of Education and the Wicomico County's Junior Achievement program hosted over 300 students to promote higher education and careers in STEM programs.

“College Focus” - In partnership with the Shore Way to College group, the admissions office hosted a group of 30 “at risk” students from Somerset County to promote the college’s programs of study and higher education opportunities.

“One Year to Empower Women’s Group” – In partnership with the Worcester County Health Department, the admissions office hosted a group of 20 minority females with the purpose of promoting the college’s programs of study and other opportunities in higher education.

“Information Nights” – The admissions office held several information nights at the college 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. One hundred students and their parents attended the event. Another night dealt with the Maryland “PROMISE” scholarship, which offered the possibility of free college for Maryland high school students. Forty-five students and their parents attended the event.

“One-Stop Shop” – Two English as Second Language (ESL) Specific Admissions/Financial Aid days were held at James M. Bennett High School in Wicomico County. This “one-stop shop” approach provided students a one application event both for financial aid and admissions. A follow-up application was also scheduled to determine if students needed further assistance. Twenty-five students attended.

The director of career services has worked with 9 dislocated workers (7 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 also participated in a Career Café event as a guest speaker at Snow Hill Middle School and participated in the Junior Achievement Inspire event on March 12, 2019 at the Wicomico Youth and Civic Center to engage with middle and high school students about career options. The director of career services has also given career development presentations for the Joseph House, and the Homeless Community Outreach Project. The director of career services is also the project manager for the Workforce Employability Skills Program (WESP) MHEC Grant which works with GEAR UP Program students who are rising juniors from James M. Bennett High School, Parkside High School, and Wicomico High School. Information sessions about career exploration and assessment were held for these students and their parents.

Career services also facilitated a free workshop on preparing an effective resume and job search tips on February 28, 2019. Of the 15 total that attended the workshop, 9 were community members. 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 March 28, 2019, hosted 52

employers from all areas of industry. The free event was open to current students, alumni, and the community. Of the 294 job seekers, 137 (46 percent) were from the community members. Counseling Services held the Mind, Body, and Soul Health Fair on March 12, 2019 from 9:00 – 2:00 p.m. in the college’s cafeteria. The health fair featured alternative pain management such as acupuncture (Chinese medicine), Reiki (Japanese medicine) and Jehovah’s Witness (spiritual guidance). In addition, nine attendees were trained to administer Naloxone in the event of an opioid attack. In attendance were Wor-Wic staff and students, including dual enrollment and disabled students.

The Office of Student Engagement recruited students to attend the Maryland Men of Color Summit at the Community College of Baltimore County (CCBC) in October 2018. The keynote speaker was noted journalist John Quinones. One of the Wor-Wic students and an administrator was chosen to attend a luncheon held in honor of Quinones. Eight students of color attended the event. An in-house event to empower males, the Successful Male Achievement through Leadership and Empowerment (MALE) dinner, was held on April 18, 2019 and had twenty-five attendees. This event is in response to one of the college’s initiatives to increase retention and completion rates among male students, increase cumulative GPA scores, ensure on-time completion, and connect male students to professional supports and resources (see Appendix B for office of student engagement initiatives – FY 2019).

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 (35 percent), it is higher than the average for all small Maryland community colleges (13 percent). According to the 2018 Performance Accountability Report Indicator #11, of the seven small Maryland community colleges, Wor-Wic has the second highest percentage (10.1 percent) of full-time credit faculty who are minority. Wor-Wic has reached 84 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 each year from the fall of 2014 (10.4 percent) to the fall of 2017 (18.3 percent). The college has exceeded its benchmark of 14 percent (2018 Performance Accountability Report Indicator #12). These data demonstrate the college’s continued commitment toward the promotion of diversity among faculty, staff and students. From Fall 2008 to Fall 2018, the number of full- and part-time employees at the college has increased by 34 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 9.4 compared to 6.1 for other small Maryland community colleges (FY 2018).

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

Table 3.8 FTE Enrollment and Employees by Classification

Fall	FTE Enrollment*	Total Employees	Faculty FT (CR/CE)	Faculty PT (CR/CE)	Administrators FT and PT	Support Staff FT and PT
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
2018	2583.05	447	67	176	87	117

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. Two-thirds of the program participants are both first generation and low-income, and the remaining one-third are either first generation or low-income (as required by the grant). The following tables provide a breakdown by percentage of current program students by gender and race:

Gender

Female	Male	Total
18%	82%	100%

Race

Asian	Latino	African American	Caucasian	Total
2%	4%	37%	53%	100%

Eligible veterans receive a variety of free educational support services to prepare them for academic success in obtaining a post-secondary education. During FY 2019, VUB services included the following activities or services: individual assessment of English and math and individual tutoring; cultural field trips, including a kayaking excursion and the Harriet Tubman

Underground Railroad tour; career and financial aid counseling; as well as referrals to federal, state, and local veteran service providers.

The director of the Veterans Upward Bound (VUB), a TRIO program, is the advisor to the Veterans-Military Association, a student club. During FY 2019, the student club sponsored an educational and cultural bus trip to Philadelphia on November 9, 2018 (33 students and family participants). In addition, the club held its annual Veterans Day ceremony at the college on November 8, 2018 (145 participants) and the Memorial Day ceremony on May 27, 2018 (86 participants). In addition, the club holds monthly pizza-socials for veterans to mingle and share military camaraderie (26 participants, monthly average). Further, the club had five student veterans that represented the college at the Maryland Legislature's annual Student Advocacy Day on March 5, 2019. Lastly, the annual United States Marine Corps-Reserves Toys-for-Tots Christmas collection held November 15 to December 15, 2018 raised nine boxes of new toys. As a result of the collection, Wor-Wic was recognized as one of the largest donation sites in the tri-county area of the Eastern Shore of Maryland.

The continuing education workforce development division (CEWD) offered multiple courses and initiatives in FY 2019 to further cultural diversity for incarcerated, developmentally disabled, and economically disadvantaged populations. CEWD also has multiple initiatives in FY 2019 that include partnerships, grants, and training to foster employment, leadership, and communication for diverse audiences.

For Allied Health Populations:

- Safe Talk Suicide Alertness – On February 12 and April 12, 2019, the directors of allied health and counseling services held free suicide alertness training at the college for forty-five student, staff, and community participants. Continuing education units (CEUs) were awarded to each participant.
- Mental Health First Aid (MHFA) – The director of allied health, allied health coordinator, and administrative associate were certified in MHFA in 2018 to assist students with behavioral health challenges. The allied health instructor attended a two-day Applied Suicide Intervention Skills Training (ASIST) in 2018.
- Career Exploration – The allied health staff provides career exploration, assessment and counseling to area middle and high school students. On February 7, 2019, the allied health director, Lower Shore Workforce Alliance staff, and other continuing education workforce development (CEWD) staff presented to Wicomico County middle and high school guidance counselors, especially for students who were still undecided about what to do after high school graduation.
- Customized Workforce Trainings – In October 2018, the allied health and other CEWD staff worked with a local municipal jurisdiction to bring two sessions of respectful workplace training to its public works staff. Other trainings for local health departments on harm reduction strategies, stigma, and trauma as related to people with drug addiction were held on September 29, 2018 and April 26, 2019.
- Junior Achievement Inspire – The allied health and other CEWD staff participated in this event on March 27, 2019 that was aimed at career exploration for Wicomico County eighth graders.

- Sexual Orientation and Gender Identify – During the Spring 2019 semester, the allied health instructor added a module in the certified nursing assistant (CNA) curriculum on sexual orientation and gender identity (see Appendix C for CEWD Allied Health Sites).
- Raising awareness of Student Cultural Diversity - The veterinary assistant training first completer student spotlight in the Fall 2018 course schedule included a photo of a student representing the cultural diversity of allied health students speaking to the benefit of the training helping her achieve her career goal.

In an effort to increase the employment of disadvantaged students in the trades, the following initiatives are in progress:

- In partnership with Delmarva Power, Wor-Wic provides a \$25 reading comprehension and math course to prepare eligible participants for a career as linesmen. Students who pass the Delmarva Power CAST test and complete job applications are placed at the top of the interview/hire list.
- A free metal fabrication training program is offered for eligible participants for fourteen weeks. The training is funded by a Department of Labor, Licensing and Regulation EARN Maryland grant in partnership with Crystal Steel, Arcon Welding, Quality Staffing Services and the Lower Shore Workforce Alliance. Students within the program learn metal fabrication skills, with the goal of securing entry-level metal fabrication jobs.
- A free welding training program will be offered for thirteen weeks for eligible participants. The training is funded by a Department of Labor, Licensing and Regulation EARN Maryland grant in partnership with Crystal Steel, Arcon Welding, Quality Staffing Services and the Lower Shore Workforce Alliance. Students within the program learn metal fabrication skills, with the goal of securing entry-level metal fabrication jobs.
- A free evening construction training program is offered to eligible participants. Two carpentry courses (approximately 98 hours) are funded by a Department of Labor, Licensing and Regulation EARN Maryland grant in partnership with industry representatives, Quality Staffing Services, and the Lower Shore Workforce Alliance. Students within the program learn carpentry skills with the goal of securing entry-level construction jobs.

For Economically Disadvantaged At-risk Populations:

- The CDL program has six to eight students funded through the Workforce Innovation and Opportunity Act (WIOA) per class, which is almost half the class. WIOA is a federally funded program that provides for training and education for workers whose jobs have been dislocated (WIOA).
- The commercial driver's license (CDL) program accepts students with criminal backgrounds.
- The CDL program is reapplying for a Commercial Motor Vehicle Operator Safety Training (CMVOST) grant which was successfully used in FY 2018 to provide training for veterans with GI Bill benefits. Veterans can obtain financial assistance for CDL training if veterans from any era.
- The CDL program averages 14 percent females in its CDL classes, which is double the female population (7 percent) of professional CDL drivers.

- The CDL program offers a scholarship for students unable to afford driver education training. The program opened a driver-training class in Crisfield, MD to address transportation needs in the region's lower most county.
- In Fall 2018, Wor-Wic hosted the sixth annual College Career Pathways Night and invited Somerset, Wicomico, and Worcester County high school students. This event was for students from the Lower Shore and their families and provided the opportunity for students to meet with representatives from 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), developmental disabilities (DDA), and Naviance. The college plans to hold the event in Fall 2019.
- CEWD operates a computer lab for 24.5 hours per week at the American Job Center and conducts computer skills training for clients of the center who are unemployed or lacking computer skills for employment. The lab was supported by a grant from the Lower Shore Workforce Alliance for FY 2019.

For Miscellaneous Training:

- Employees from Cadista Pharmaceutical and Trinity Sterile, minority owned companies, were trained in Microsoft Office Applications. Thirty-eight employees completed the training.

For Developmentally Disabled Populations:

- A sixty-hour certificate for transitional youth entitled Culinary Arts Vocational Life Skills was offered in Spring 2019 consisting of the following courses: Basic Culinary Arts Skills, Essential Culinary Art, and ServSafe Employee Food Safety and Sanitation. The course will be offered again in FY 2020.
- Two computer courses for transitional youth from three Lower Shore counties entitled Introduction to Computer Applications and the Internet Part 1 and II as part of a Computer & Office Certificate was offered in Fall 2018 and Winter 2019. Seventeen students completed the courses.
- Two computer courses for transitional youth entitled Applied Computers and Technology Part I and II as part of a Computer & Office Skills Certificate was offered in Fall 2018 and Winter 2019. Seven students completed the courses.
- A 16 hour computer course is being offered in Spring 2019 for second-year students entitled PC Technician Basics. Twelve students are enrolled.
- The Tri-County Transitional Youth program received a national recognition from the National Council of Instructional Administrators (NCIA) as the Exemplary Initiative winner for 2019. The program was recognized at the Council for the Study of Community Colleges (CSCC) Conference in San Diego, CA in March 2019. A presentation was also given as well as a video, produced by the college, was shared to the conference participants.

Initiatives to Create Positive Interactions and Cultural Awareness

The items herein reflect events and initiatives held in FY 2019 to support the cultural diversity plan for Wor-Wic Community College:

Faculty and Staff Cultural Training Programs

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 resources (HR) office 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 more than 330,000 minority job applicants. For FY18, 33 percent of applicants who self-disclosed their race identified as minority. According to the U.S. Census Bureau (2017), 33 percent of Wicomico County is represented by minority groups and 17% of Worcester County is represented by minority groups. The average for both counties is 25%, which suggests the college is working to ensure a diverse applicant pool.

As of June 30, 2018, 18 percent of all standard and grant employees identified as minorities. Wor-Wic’s minority statistics for all full-time and part-time employees is higher than all of the other small community colleges in Maryland (2018 Data Book 76) except in one category where Chesapeake College has 18 percent compared to Wor-Wic’s 16 percent for full-time employees.

Further, 20 percent of the college’s full-time standard staff (administrators and support staff) employees identify themselves as minorities. The college continues to increase its percentage of minorities in full-time faculty positions. The figures changed from 6% in 2013 to 8% in 2014 to 12% in June 2015. During FY16, two minority faculty members resigned, lowering the percentage in June 2016 to 10%. This percentage held until June 2018, where the figure dropped to 9% as a result of position vacancies. While this number does not reach the college’s goal, it is higher than three of the other six small community colleges in Maryland whose faculty statistics range from 2% to 15% minority (2018 Data Book 73). As of April 2019, the college is recruiting for numerous faculty openings for which we are recruiting which may cause an upward shift in these figures.

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 prior to every search to discuss the recruitment process. Employees receive tools about acceptable and unacceptable questions, as well as training on various interviewing topics. HR reviews and modifies all interview questions to remove chances of discrimination in the hiring process. The college recently created a new strategic priority 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, including the goal to increase diversity in faculty and administrative positions. An ad-hoc committee was formed to (a) initiate branding efforts to facilitate recruitment efforts, (b) review hiring practices and make recommendations to improve the diversity of search committees, and (c) modify recruitment strategies to attract diverse candidates. The new HR pages of the college website were designed based on the committee’s input. In addition, a new procedure for selecting search teams was proposed, and

related policy edits were submitted for review. Some of the branding and recruitment strategies were delayed due to lack of resources to prepare professional videos for the website. 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 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, Maryland Title IX Consortium, Association of Title IX Administrators (ATIXA), and the Maryland Coalition Against Sexual Assault (MCASA), to name a few. HR 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 and in September and October 2017, Dr. Julio Birman led cultural diversity training sessions. In May 2018, MCASA led two training sessions on campus covering Title IX and the #MeToo Movement. They will provide training on campus again in 2019 on another current Title IX topic.

Curricular Initiatives that Promote Cultural Diversity in the Classroom

Arts and Humanities

The Year of the Arts was designed as a lecture/speaker series in which writers/poets/artists of literary merit were invited to Wor-Wic's campus to share their voices and ideas with an audience made up of students and community members. All writers were carefully selected to represent, because of their identities and their subject matter, certain demographic groups that are considered "marginalized." The writers were from groups whose voices have been dismissed or hidden historically, institutionally, socially and intentionally: LGBTQ+ communities, specifically transgender and non-binary identities; working-class women struggling with sexism, relationships and role expectations; American immigrants; families struggling with addiction; Veterans; and different racial, cultural and social groups. The experiences were designed to provoke thoughtful consideration of the diversity of our community (see Appendix D for arts and humanities the year of the arts events).

SDV 102 Cultural Experience – This one-credit course exposes students to local events, such as music performances, visual arts, creative verbal performances, scholarly verbal performances and theater performances. Students explore local cultural events by attending, writing about, reading about and discussing such events (see Appendix E for SDV 102 cultural experience student reflections).

Criminal Justice

CMJ 152 Law Enforcement and Community – The course includes a cultural awareness component where students examine police relationships with culturally diverse groups. The course objectives follow: differentiate between prejudice and discrimination; identify problems with policing a diverse society; and identify strategies to improve relationships with culturally diverse groups.

CMJ 155 Ethics in Criminal Justice - This course examines the difficult decisions that criminal justice professionals make in an environment of competing interests. The decision making of criminal justice professionals can be impacted by ethical dilemmas. Emphasis is placed on addressing moral issues and concerns of our justice process in personal, social and criminal justice contexts.

In addition to the department's credit courses, its Law Enforcement Academy also emphasizes cultural diversity in a number of courses (see Appendix F for law enforcement academy courses).

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 2019, 36 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. Thirty-six students served a total of 720 hours in a local community service (see Appendix G for SOC 101 service learning sites and locations).

Mathematics-Science

Students in MTH 152 Elementary Statistics were given a cultural diversity assignment asking them to use statistical principles to compare a racial, ethnic, or cultural group to the population as a whole. Students gather, organize, and analyze data which deals with cultural diversity at the college. One part of the assignment involves a definition of the college's "diversity value" as to choosing a racial, ethnic, or cultural group and surveying five to ten Wor-Wic students belonging to that group, i.e., veterans or Latinos. The data collection includes a student's name, age, and gender. The student researcher uses the collected data to calculate the mean age of the sample and the proportion of females in the same. A second part of that assignment incorporates data from a Wor-Wic fact and figures document regarding the mean age of a student. Students determine if their chosen group is significantly different from the general population of the college. An integral part of the assignment is the reminder that Wor-Wic recognizes the importance of promoting awareness, understanding, and appreciation of diverse racial, ethnic and cultural groups.

In BIO 202 Anatomy and Physiology I, 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. A majority of students chose to complete this optional bonus activity and all earned full credit for the quality of journal discussion (see Appendix H for mathematics-science cultural diversity initiatives).

Nursing

Wor-Wic Community College's nursing program is bound by the American Nurses Association's *Code for Nurses* and the state of Maryland's *Nurse Practice Act*. The standards require the professional nurse to provide compassionate care with respect for human dignity, worth, uniqueness and the rights of all individuals. Nurses are to be advocates for the delivery of dignified and humane care, and the self-worth of an individual must not be negatively affected by health, illness, disease or disability. The information below explains the cultural diversity and sensitivity integration into the college's CPN & ADN nursing programs' curricula.

Students are introduced to cultural awareness, diversity and sensitivity in the beginning nursing course of the CPN program in the Self-Esteem/Self-Concept Unit in NUR 101: Nursing Fundamentals. Laying the foundation for understanding the importance of the provision of culturally competent care to ensure that all clients' individual psychosocial and physical needs are met, this particular unit encompasses ethnicity and culture, spirituality, growth and development throughout the life span and loss, grief and death. As the introductory course to the nursing profession, NUR 101 is taught to 48 students every fall semester and 32 every spring semester (see Appendix I for cultural diversity and sensitivity integration into the CPN & ADN nursing programs' curricula).

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.

Cultural sensitivity is emphasized throughout the student clinical practicum experience. Students complete specific modules related to these topics during the student clinical orientation. Clinical sites have specific requirements that must be followed related to cultural sensitivity and interacting with diverse patient populations. These principles are emphasized within the clinical and radiologic nursing procedures courses (see Appendix J for radiologic technology diversity and sensitivity initiatives).

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 <https://www.worwic.edu/WorWic/media/ServicesSupport/PublicSafety/AnnSecRpt.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 2018-2019 college catalog (p. 27) and the safety and security section of the catalog's appendix includes the hate crime policy and procedures for reporting the crime (p. 231-235) (see Appendix K for crime reporting procedures).

References

2018 Performance Accountability Indicator Report Indicator #11: Percent Minorities of Full-time Faculty.

2018 Performance Accountability Indicator Report Indicator #12: Percent Minorities of Full-time Administrative and Professional Staff.

2019 Maryland Association of Community College Databook (March 2019).

Cultural Diversity Committee Events - FY 2019.

Wor-Wic Community College Catalog, 2018-2019.

Wor-Wic Community College 2018 Accountability Report.

Wor-Wic Community College Facts & Figures 2019.

Appendix A – Cultural Diversity Committee Events, FY 2019

Cultural Diversity Events – FY 2019		
Presenter/Display	Date	Topic/Title
Poet Jordan Rice	June 12, 2018	Poetry Reading <i>Attendance: 39</i>
Pam Wood, Dance Instructor and Owner Ballroom Made Simple Salisbury, MD	October 5, 2018	An Evening of Salsa <i>Attendance: 15</i>
Professional Grace: Polishing Your Image	November 28, 2018	Creating a Powerful Professional Image for Interviews, the Workplace, and Beyond <i>Attendance: 5</i>
<i>Incidents in the Life of a Slave Girl</i> by Harriet Jacobs	February 9, 2019	African-American History Month – Book Discussion <i>Attendance: 12</i>
Dr. Richard Warren, Maryland Teacher-of- the-Year	February 26, 2019	Becoming a Teacher and a Student- Centered Teacher <i>Attendance: 32</i>
Baroque to Broadway: Dr. John Wesley Wright and Salisbury University Student Vocalists	March 18, 2019	Musical selections from Baroque to the Present <i>Attendance: 85</i>
Edmund O’Leary, Presenter Corrections Officer Salisbury, MD	March 19, 2019	Irish-American Heritage Month Presentation Life Story <i>Attendance: 38</i>
Dr. Clara Small, Professor Emeritus of History Salisbury University, Salisbury, MD	March 22, 2019	Women’s History Month Luncheon <i>Attendance: 33</i>
Mike and His Fellow Travelers	March 22, 2019	Irish American Heritage Month – Band <i>Attendance: 91</i>
Passport Around the World – Luncheon	April 5, 2019	Luncheon promoted to students that featured international food <i>Attendance: 30</i>
Poet Carmen Gillespie	April 12, 2019	Poetry Reading – Year of the Arts Grant Coordinated with Adam Tavel, Professor of English <i>Attendance: 29</i>

Appendix B – Office of Student Engagement Initiatives, FY 2019

Cultural Diversity Initiative	Date	Results
Maryland Men of Color Summit	October 2018	Students were recruited to attend this conference, which was held in Catonsville, MD. The guest speaker was noted journalist, John Quinones. One of our students and the advisors was chosen to represent Wor-Wic during a special luncheon held in honor Mr. Quinones. Pictures were taking with Mr. Quinones. Eight (8) students of color attended.
Successful MALE Empowerment Dinner	April 2019	The Successful MALE Empowerment Dinner is the annual culmination meeting of students involved in the Successful MALE Initiative. The acronym, MALE, stands for Male Achievement through Leadership and Empowerment. This initiative is one of the college’s strategic programming goals, which seeks to increase retention and completion rates among male students, increase cumulative GPA scores, ensure on-time completion, and connect male students to professional supports and resources. Twenty-five (25) male students attended this event.
Gospel Night	February 2019	Gospel Night is held during African-American history month to showcase the talents of African-American soloists, choirs, duos, and praise dancers. During this event, the history of gospel music is presented. There were about 50 people in attendance.
Movie Night: Green Book	February 2019	This year, during African-American history month, the Office of Student Engagement partnered with the Black Student Association to show the film, Green Book. There were approximately 30 people in attendance.

Appendix C – CEWD Allied Health Clinical Sites, FY 2019

Allied Health Clinical Sites
Atlantic General Hospital Berlin, MD
Berlin Nursing and Rehabilitation Center Berlin, MD
Chesapeake Health Care (Dental Program) Salisbury and Princess Anne, MD
Coastal Hospice and Palliative Care Salisbury, MD
Humane Society of Wicomico County Salisbury, MD
Genesis Healthcare: Salisbury Rehabilitation and Nursing Center Salisbury, MD
Healing Hands Animal Hospital Salisbury, MD
Johnson-McKee Animal Hospital Salisbury, MD
McCready Hospital Center Crisfield, MD
Peninsula Regional Medical Center Salisbury, MD
Pet's ER Salisbury, MD
Precious Paws Animal Hospital West Ocean City, MD

Appendix D – Arts and Humanities Year of the Arts Events

Year of the Arts Events – FY 2019		
Presenter	Date	Topic/Title
Poet Meg Day	September 21, 2018	Read poetry about deafness, queerness, and questions of religion, love and spirituality <i>Attendance: 50 students and community members</i>
Poet James Allen Hall and Student Authors	October 12, 2018	Read and discussed their works about a wide range of personal, fascinating topics <i>Attendance: 70 campus and community members</i>
Poet and Essayist W.D. Ehrhart	October 26, 2018	Read from his works and discussed his experiences as a Vietnam War veteran. <i>Attendance: 35 campus and community members</i>
Poet Terrance Hayes	November 13, 2018	Read from and discussed his works especially related to race, masculinity, political dysfunction and life after 2016. <i>Attendance: 200+ campus and community members</i>
Poet Erika Meitner	February 1, 2019	Read from and discussed her works related to motherhood, Jewishness, and otherness. <i>Attendance: 35 campus and community members</i>
Poet Carmen Gillespie	April 12, 2019	Read from and discussed her works related to racism and America's racist colonial past. <i>Attendance: 30 campus and community members</i>

Appendix E – SDV 102 Student Experience Student Reflections

Question	Answer
<p>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.")</p>	<p>A lot of people don't get the chance to understand and hear other people's opinions or get the chance to do something out of their comfort zone. Fortunately for me, from some of my experiences, I got the chance to do that and more. It helped me internalize the college's core value of diversity. I learned how to be a better, more peaceful, and respectful person by listening to the wisdom shared by Diane Nash. She is a role model to many Americans and I'm honored to say I got to see her and consider her to be one of my heroes. The musical Hairspray that I attended was a chance to develop a critical perspective as an audience member reviewing a play. Even though I may have had a different opinion on the performances and production I acted respectful and learned from what was presented in front of me. And finally, from the Ward museum I got the chance to view the visions and artwork from a painter who at first seemed like a regular local like me and turned out to have a diverse view on the environment we both grew up in. I know that from what I have learned I will be able to apply it to my classes and make me a more wholesome student.</p> <p>I am grateful to Wor-Wic Community College, for having a class like this. I think it should be a requirement for all students to experience. This class although it was short; opened my eyes to a lot of things. The inclusiveness of the events whether they happened at Wor-Wic, SU or your hometown; was beneficial for all of us. Wor-Wic is a melting pot of all diverse cultures and backgrounds, I see it everyday on campus. The students and staff treat everyone like family, and that sets a positive atmosphere in encouraging learning. During this semester I attended events, I knew I would attend anyway, but this time I looked at these events with a purpose as I was reflecting on them...Another event although I didn't experience it was the reflective response from Diana Sabia about Ms. Diane Nash and her work with the Civil Rights Movement. Her principals of Agapic Energy (I classified as her movement); is what we need in this country today. We need everyone working together to make this country better today than it was yesterday...These experiences are being thankful for, it shows that we all don't live in a bubble, we want what's best for us, each other and the world. I am glad to be a part of such a diverse community at Wor-Wic Community College.</p>

Appendix F – Law Enforcement Academy Courses

Cultural Diversity and Bias Incident Reporting – The course prepares the student to deal fairly and effectively with culturally diverse communities within society. The student must be acquainted with the basic sociology principal necessary to understand persons of different religions, race, and ethnic backgrounds so as to supplant ignorance and bigotry which brings out unjust and ineffective law enforcement and improper exercise of obligations to all segments of society. This in turn will build trust and partnerships with through respect, dialogue, cooperation, appropriate and effective consultation and communication;

Crimes Against the Elderly - This course provides law enforcement personnel with information to improve their ability to understand and communicate with older people. To communicate effectively law enforcement personnel must understand citizen's expectations, vulnerabilities and fears. They must also understand the different needs that this group of citizens has and that persons over 65 years of age now constitute the fastest growing segment of the U.S. population.

Dealing with the Mentally Ill - This course will acquaint the student-officer with the complex task of handling a disturbed person. It should assist the student-officer to recognize abnormal behavior that is potentially destructive and then intervene effectively. It should stress three objectives at the same time: protect the public, safeguard officer's well-being and treat the mentally or emotionally disturbed person as humanly as possible. The main of this goal is give officer the tools to deescalate a person who is in crisis.

Code of Ethics - The course explores the relationship between law and the police, the role and function of the police in a free society, and the range of problems confronting the police. Emphasis is constantly being placed on the need to raise law enforcement to a completely professional status. No professional status is possible until the representatives of law enforcement adopt and maintain a rigid code of professional ethics and conduct. Public respect, cooperation, sympathy and confidence are wholly dependent upon the practice of ethical conduct over and above that of most other segments of society.

Dealing with Individuals with Disabilities - The course provides law enforcement personnel with information to improve their ability to understand and communicate with a persons with a disability.

Developmental Disabilities. This subject provides the student-officer with information to improve their ability to understand and communicate with individuals with developmental disabilities. To communicate effectively law enforcement personnel must understand the different needs and differences of individuals with developmental disabilities.

Survival Spanish - This course will provide the student-officer with instruction in elementary Spanish. Emphasis will be placed on those phrases most utilized when police officers interact with a Spanish-speaking citizen.

Integrated Communications Assessment and Tactics - This subject provides the student-officer with information concerning ICAT: Integrating Communications, Assessment, and Tactics. Integrated ICAT is a new way of thinking about use-of-force training for American police officers. ICAT takes the essential building blocks of critical thinking, crisis intervention, communications, and tactics, and puts them together in an integrated approach to training. ICAT is anchored by a Critical Decision-Making Model that helps officers assess situations, make safe and effective decisions, and document and learn from their actions.

The goal of ICAT is to enhance both officer safety and public safety. How? By providing police officers with more tools, skills, and options for handling different types of critical incidents, especially those that involve subjects who are acting erratically because of mental illness or behavioral crisis and who are unarmed or armed with a weapon.

In addition to the department's credit courses and in the Law Enforcement Academy, its Correctional Academy also emphasizes cultural diversity in a number of courses:

Ethics and Professionalism for the Correctional Professional - The student-officer will identify why correctional staff should exemplify the highest professional, ethical and moral standards. This course will examine the function of a professional correctional officer and the importance of discipline and ethical behavior both on and off duty.

Cross Cultural Relations - The student-officer will become familiar with how multiple ethnicities of staff and inmates impact the correctional environment. Participants will review how inmates capitalize on prejudicial attitudes and how they may successfully work within this type of environment.

Crisis De-escalation and Intervention - This module provides real world scenarios in a mock Correctional setting. Participants utilize skills learned during Crisis De-escalation and Intervention training to react to instructor lead scenario training exercises. Afterward, the instructor will review and critique the student's performance.

Dealing with inmates with special needs - This lesson provides information about special needs inmates. The student-officer will explore the definition of a "special needs" individual in confinement situation and identify procedures for managing the special needs individual.

Developmental Disabilities. This subject provides the student-officer with information to improve their ability to understand and communicate with individuals with developmental disabilities. To communicate effectively law enforcement personnel must understand the different needs and differences of individuals with developmental disabilities.

Mental Health - Mental health disorders encountered in a correctional system will be reviewed and discussed. The student-officer will learn how to recognize and deal effectively with inmates who suffer with a mental health disorder.

Continuing Education -Crisis Intervention Team Training - This course is to help alleviate the problem by providing law enforcement personnel with training in how to safely and compassionately handle a person in a mental health crisis.

Crisis Intervention Team (CIT) officers are trained to identify when someone may be experiencing a mental health crisis and adapt strategies for those individuals. This approach has been proven to dramatically decrease the risk of injuries or death to both officers and people with mental illnesses, and it also reduces the number of repeat calls.

Appendix G – Service Learning Sites and Locations

SOC 101 Service Learning Sites and Locations
Atlantic General Hospital Berlin, MD
Berlin Humane Society Berlin, MD
Berlin Nursing Home Berlin, MD
Bloxom Volunteer Fire Department Bloxom, VA
Buckingham Elementary School Berlin, MD
Christian Shelter Salisbury, MD
Delmar Elementary School Delmar, MD
Delmar VFW Delmar, MD
Emmanuel Wesleyan Church Salisbury, MD
Lift Church Salisbury, MD
Pittsville Elementary School Pittsville, MD
Snow Hill, MD Snow Hill Christian Nursery School
Stephen Decatur High School Berlin, MD
Village of Hope Salisbury MD
Wicomico Nursing Home Salisbury, MD
Wicomico Police Department Salisbury, MD

Appendix H – Mathematics-Science Cultural Diversity Initiatives

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 Srinivasa Ramanujan from India, Steven Hawking and Alan Turing from England, and Paul Erdos from Hungary (see Appendix G for additional mathematics/science department course updates).

In BIO 203 Anatomy and Physiology II, 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. A majority of students chose to complete this optional bonus activity and all earned full credit for the quality of journal discussion.

In IDS 200H Scientific Thought and Data Analysis Honors, as part of the course objective to explore and evaluate the ethics and societal impact of science across history, the students read and discuss chapters from Charles Darwin's *The Voyage of H.M.S. Beagle* and Marie Curie's biography of *Pierre Curie*, that contains an appended autobiography, and her 1921 speech at Vassar College in the U.S. While reading Charles Darwin, students 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. We also discuss how his *Origin of Species* later became an important tool in the United States for the abolitionists, through Asa Gray. While reading Marie Curie, students discuss the struggles of females combatting sexism in science. All students participated in multiple class discussions and a majority incorporated new personal perspectives gained about one or both of these topics in their graded journals.

In BIO 101, students complete a unit on the study of DNA. This spring, students were engaged in class discussion regarding Dr. James Watson, a pioneer in the field of DNA research. Watson, alongside Dr. James Crick, was awarded the Nobel Prize for discovering the double-helix structure of DNA. Now in his 90s, Watson has been stripped of his honorary titles for repeated racist comments implying that race is linked to intelligence, ambition, and sexual prowess. Students were read quotes from members of the scientific community, which were united in their rejection of the use of science to justify prejudicial attitudes. Students were asked to discuss whether the actions against Watson were appropriate and justified. All students participated in class discussions and were given an opportunity to formulate an educated opinion, substantiated with facts, on the misuse of science as bonus points during a lecture examination.

Appendix I - Cultural Diversity and Sensitivity Integration into the CPN & ADN Nursing Programs' Curricula

Two key course objectives for NUR 101 that encompass meeting the individualized goals of clients are:

1. Utilize the nursing process (assessment, diagnosing, planning, implementing and evaluating) to meet the client's basic self-care needs.
2. Use Maslow's hierarchy of needs to prioritize the self-care needs of the client.

Some of the objectives of the unit include:

1. Describe the concept of culture with identified characteristics and universal attributes.
2. Discuss factors related to communication with culturally diverse clients and colleagues.
3. Discuss the factors that affect the interaction of the nurse and the client in terms of culturally different healthcare values.
4. Describe ways to overcome cultural barriers to health care.
5. Describe the different health views of culturally diverse clients: magico-religious, biomedical, and holistic.
6. Discuss the use of specific cultural and ethnic factors in providing holistic, individualized, culture-sensitive nursing care to clients.
7. Describe the influences of spirituality of everyday living, health, and illness.
8. Discuss factors that influence spirituality.
9. Describe nursing strategies including related scientific rationales to support client's spiritual beliefs and religious practices.
10. Discuss ethical/legal issues concerning end of life care.
11. Describe physiologic, psychologic, and spiritual care of a dying client and family.
12. Summarize major physiologic, cognitive, psychosocial, moral, and spiritual development of early, middle, and older adulthood.
13. Describe common myths and stereotypes that perpetuate ageism.

Inherent in all other core nursing courses of the CPN and ADN curriculum, emphasis is placed upon health disparities and health literacy among specific populations as to their prevalence, incidence and care of the populations of clients with illnesses, disorders and disease processes. Health, wellness and education for health care consumers across various populations are also emphasized and the nurse's roles are taught.

The third and final semester of the CPN program has included a group cultural project for students enrolled in NUR 121: Maternal/Child Nursing. This project includes researching the health beliefs and practices, common health disparities and the impact of economics on health, wellness and illness of certain cultural populations from birth to death. Students present their findings via poster presentations.

Directly progressing from the third semester of the CPN program into the first semester of the ADN program, student not only begin to learn how to care for clients with very complex health problems, they also learn the role of the professional nurse in the community and population health. Much emphasis in this module is placed on health disparities specific to the local region, including issues such concepts as social justice and linguistically competent health care, vulnerable and special needs populations, poverty, and barriers to access to health care. The first semester ADN course, NUR 222: Advanced Nursing I and Community Health also requires all students to complete an online cultural competency course, which consists of three modules, a pre-test and post-tests. Students are awarded a certificate of completion when they finish. The Cultural Competency can be found at <https://ccnm.thinkculturalhealth.hhs.gov/>.

Appendix J – Radiologic Technology Diversity and Sensitivity Initiatives

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. Clinical instructors and radiologic technology program faculty participate in the student ethical dilemma presentations. Ethical lessons are discussed following student presentations. Alternative methods for handling ethical dilemmas in the clinical setting are explained. Methods to provide the best patient outcome while remaining sensitive to individual patient needs are discussed.

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. Assessment results from FY18 are available for evaluation. FY19 cultural diversity paper and presentation assessments are planned for the conclusion of the spring 2019 semester.

Appendix K – 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 2018-2019, p. 231)

Four-Year Public Colleges and Universities



UNIVERSITY SYSTEM
of **MARYLAND**

**ANNUAL PROGRESS REPORT:
INSTITUTIONAL
PROGRAMS OF CULTURAL DIVERSITY
2018-2019**

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
Presentation to Board of Regents Committee on Education Policy and Student Life
University of Maryland System Office
May 7, 2019

USM

Institutional Programs of Cultural Diversity Annual Progress Report, 2018-2019

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.

The following tables include select initiatives USM institutions have instituted to achieve the aforementioned goals. To experience the full scope of the work, please refer to institutions' complete submissions on the USM website. 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, socioeconomic status, as well as 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 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 and P-20 Partnerships to Increase the Numerical Representation of Underrepresented Students*

Across the USM, dozens of strategies are in use to appeal to underrepresented student populations. USM institutions are:

- engaged in partnerships with high schools in majority minority regions of the state;
- have established MOUs with community colleges to focus on transfer students;
- often offer scholarships to students who are brought to their university through one of these types of programs;
- target marketing in areas that increase the probability of it being viewed by underrepresented minorities;
- partner with HBCUs and other minority-serving institutions to recruit students into graduate and professional programs; and/or
- participating in fairs and other outreach with community-based organizations, other colleges and universities.

- *Focus on the Recruitment, Hiring, Onboarding, Retention, and Advancement of Underrepresented Minority Faculty and Staff*

USM institutions are employing a variety of strategies that focus on increasing faculty and staff (to a lesser extent) diversity. Institutions are considering that work from many angles from the recruitment of faculty on through hiring, onboarding, retaining them, and being able to offer opportunities for advancement. Institutions are:

- training search committees to use inclusive hiring practices;
- monitoring the diversity of search committees;
- facilitating pathways to academic careers for graduate and professional students;
- targeting job advertisements to specific publications and networks;
- providing training so departments better understand how implicit bias relates to hiring practices;
- tracking the diversity of applicants and hires;
- creating faculty networking groups and mentoring programs; and/or
- using analytics to assess progress in the diversity profiles of the applicant pool and, ultimately, hires.

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.

Table 2 offers examples of institutional efforts to encourage positive and inclusive interactions and cultural awareness. Although institutions approach this differently, two themes emerged.

- *Programs, Courses, and Training*

A wide variety of programs, courses, and trainings are designed to improve the campus culture. Campus professionals in student affairs as well as academic affairs are providing these opportunities, but this is also where students and student organizations get most involved in working to enhance inclusion and improve interactions among the campus community. Impressively, initiatives address “diversity” in the broadest sense, as courses, training, and programs address issues of race, ethnicity, nationality, religion, sexual orientation, ability differences, gender, gender identity, and socioeconomic status at least. This work encourages and facilitates collaborations, conversations, and engagement between student groups and other members of the university communities.

- *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 have established or reinvigorating diversity and inclusion workgroups or councils.

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, which 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. Also, annually, 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 required the Maryland Higher Education Commission to collect information about institutions' programs about hate-bias incidents. The reports were due in October of 2018. All USM institutions responded to the request for information about (1) institution's policies on hate-bias incidents; (2) their plan or process for educating students about hate-bias incidents, including awareness, prevention, and deterrence; (3) and the number of hate-bias incidents that have occurred during the last three academic years.

The reports revealed that although not every institution has a formal policy on hate-bias incidents, they do have policies that effectively prohibit hate-bias incidents, by prohibiting activities such as verbal harassment, intimidation, and hostile expressions against other members of the campus community. Institutions treat hate-bias incidents as violations of the institutions' student conduct policies and respond as they would to other such violations: by investigating the complaint and punishing perpetrators as necessary. Regarding education and awareness, many institutions reported already providing education about hate-bias incidents to students and other members of the campus community via the school's broader cultural diversity training. Others were actively implementing education and outreach regarding hate-bias incidents.

Finally, MHEC found that it was impossible to draw any safe conclusions on the number of hate-bias incidents that occurred at colleges and universities, as institutions were not reporting based on a standardized, statewide definition, so incidents reported seemed to be inconsistent. Hate-bias incidents and hate crimes are not identical, yet it appears that these occurrences were often confused. For now, the most consistent measure of hate-motivated incidents is the count of hate crimes that is reported to the Department of Education for Clery.

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.

Although there was no formal diversity-related gathering since the last presentation to the Committee in September, diversity and inclusion issues are perennial issues on the agendas of the Council of University System Presidents, the provosts, the vice presidents for student affairs, and the shared governance groups. Additionally, the USM Inclusion and Diversity Council stands ready to help the System develop and implement ideas to move forward on these issues.

Institutions are appropriately tackling inclusion and diversity from multiple perspectives. This work will continue, as there is no quick or singular fix. Our colleges and universities cite the need for additional resources to most effectively implement or sustain some of their initiatives. In the meantime, they find ways to make progress on this important work. All have identified a number of areas for continuous improvement and/or programs they are willing to continue supporting, as it often takes years for the outcomes of these activities and strategies to be realized. The USM staff will continue to work with the institutions on their compliance with the statute guiding this report, with determining the best ways to bring this information to the Board of Regents, and, most importantly, with conducting the work needed to make our institutions the representative, welcoming, and productive entities we want them to be.



Institutional Programs of Cultural Diversity Annual Progress Report ~ 2018-2019

§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 I

Goal I: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty. (Select Examples)				
Institution	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
FSU	<p>Enhance college-readiness programs and promote them to minority and first-generation students.</p> <p>-Continue programs designed to prepare underrepresented students for postsecondary education at FSU.</p> <p>-Provide additional academic support for underrepresented high school students from Allegany, Garrett, Washington, Montgomery, Anne Arundel, Prince George's, 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 TRIO Upward Bound Program has served 181 participants, and 18.8% of these self identified as minorities.</p> <p>FSU's Upward Bound Regional Math/Science Center provided additional academic support for underrepresented high school students from Allegany, Garrett, Frederick and Washington counties and Baltimore City. An average of 68% of program participants currently in high school (52 of 77) selfidentified as minorities. Of the 950 participants who graduated from high school during the past five years, 60 (63%) were minorities, and 53 of these 60 (88%) initially enrolled in college.</p>	<p>Investigate additional methods to ensure the makeup and size of the transfer student class meets the university's goals.</p>

SU	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.	Hiring 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.
UB	Hire a Latinx/Diversity Admissions Counselor to assist with outreach for the growing city and regional Hispanic and Asian populations.	Increase outreach to Hispanic Students.	Hispanic students represent 4% of UB's current student population.	Expand outreach to both Latinx and Asian students by increasing community college outreach.
UMB	Advertising position vacancies in diversity publications including Insight into Diversity, DiverseEducation.com, Maryland Workforce Exchange (SON).	% change of underrepresented minorities in full time professor positions over the past three years.	We have seen consistency in the increase in the # of underrepresented minorities in full-time professional positions over the past three years, which was 6% when last reported.	Continue to strengthen our diversity recruitment efforts for faculty recruitment.
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 2018, 3 students in Baltimore City and 4 students in PG County qualified for a CEO award. 93 admitted freshmen from Baltimore City and 241 from Prince George's County were offered merit awards ranging from \$1,000 to \$15,000 for each of four years of study. Of these, 23 students from Baltimore City and 48 from Prince George's County accepted, compared to 12 and 44 respectively for Fall 2017.	Additional outreach to the Superintendents is needed to better identify qualified students who would benefit from the award.
UMCES	Implementation of PeopleAdmin tracking system for hiring and recruitments – March 2018. Includes applicant diversity tracking.	Faculty/Staff searches completed FY 2019 to date.	26 hiring searches initiated in FY 2019, 14 completed with 4 minority candidate hires. An increase of 3 minority hires over last year report.	Continued improvement in search process procedures to attract diverse applicant pool in underrepresented STEM field.

Table 2

<p align="center">Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus. (Select Examples)</p>				
Institution	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
BSU	Encourage participation in the China Study Abroad Program.	Number of students participating in the China Study Abroad program.	Over 50 students have participated in the program to date. (Increase from the 30 students noted last year).	Expansion of study abroad opportunities.
CSU	Safe Space Training – conducted by the Counseling Center to provide training to students, faculty, and staff and to transfer knowledge, awareness, appreciation, and understanding of LGBTQIA student issues.	Number of student, faculty, and staff participants.	All 40 (students, faculty, and staff) were educated and informed about the LGBTQIA community; new efforts to provide awareness and inclusion; safe spaces created. Awareness club to be formalized in 2019.	Expand Safe Space to individual units on campus to ensure 100% participation.
TU	CEEP (Community Enrichment & Enhancement Partnership) award, managed by Student Success Programs, is designed to increase access and success of culturally diverse and traditionally underrepresented undergraduate students. CEEP (pronounced KEEP) resources focus upon retaining students through exposure to academic strategies, diverse cultural presentations, participation in student organizations, interaction with faculty and staff, and exploring graduate and career development options.	<ul style="list-style-type: none"> • Participation numbers • Demographic data on participants • Academic performance of CEEP scholars • Retention and completion rates 	<ul style="list-style-type: none"> • 106 students (92%) earned cumulative GPA(2.5+), 2017-18 • 32 students (15%) earned Dean’s List honors, spring 2018 • 17 students (15%) graduated, spring 2018 <p>CEEP scholars: African-American, 65% Caucasian, 3% Asian American, 9% Latinx, 18% Native American, 4% Biracial, 1%</p>	<ul style="list-style-type: none"> • The goal is to increase male recipient participation to 40%. • Additional funding would provide financial support for CEEP eligible students not receiving CEEP aid.
UMD	Office of Diversity & Inclusion (ODI) - Hate Bias Response Program (HBRP) <ul style="list-style-type: none"> • Provided training to faculty, staff and students on Response Protocol • Provided outreach and support to individuals and communities impacted by hate bias incidents including Circles support group. 	<ul style="list-style-type: none"> • Requests for training • Increase in awareness of Protocol • Ongoing monthly support group Circles • Availability of Hate Bias Incident Log 	<ul style="list-style-type: none"> • Over 30 trainings reaching 1000s of campus community members • Regular attendance at Circles 	<ul style="list-style-type: none"> • Increased personnel to meet the UMD need for HBRP • Incorporation of Restorative Justice principles

	<ul style="list-style-type: none"> • Developed and implemented online reporting system. 			
UMES	<p>International Teas and Treats monthly event to encourage visitors to the Center for creating awareness of services for study abroad for students, professional development abroad programs for faculty; and international education activities for the community; and international students.</p>	<p>Number of participants; types of teas and treats served; and types of information shared.</p>	<p>Between November 2018 and April 2019, hosted five teas and treats events. In November with five student participants; and two faculty members; in December, seven students and three faculty; in February ten students; in March nine students, one faculty member and five visiting scientists; and April five students.</p> <p>Shared study abroad; Peace Corps Prep Program; Peace Corps programs; and Fulbright program information with students; shared professional development opportunities (Fulbright, Seminars, and Fellowships) abroad for faculty.</p> <p>Fifty international students have been provided visa request letters to support international family to attend spring commencement.</p> <p>Two faculty awarded the Carnegie African Diaspora Fellowship (Nigeria: 2017 and 2018; South Africa: 2019).</p>	<p>Personnel to support administrative assistant organize, plan, and implement event.</p>
UMUC	<p>All new hires receive diversity briefing from Chief Diversity Officer during onboarding.</p>	<p># of new hires that have received briefing from Diversity and Equity Team.</p>	<p>24 briefings to 229 new hires (staff/faculty).</p>	

**Institutional Programs of Cultural Diversity Annual Progress Report, 2019
Addendum ~ System-Wide Demographic Tables**

~Undergraduate and Graduate Student Enrollment~

Race/Ethnicity	Fall 2009 (Baseline)	Fall 2014	Fall 2017	Fall 2018
Underrepresented Minority	29.9% (44,395)	32.2% (52,258)	34.4% (60,283)	34.4% (60,626)
Other Minority	8.0% (11,869)	11.3% (18,257)	12.3% (21,557)	12.6% (22,187)
White	49.4% (73,471)	46.2% (74,899)	43.2% (75,591)	41.8% (73,842)
Foreign	4.5% (6,724)	5.0% (8,036)	5.3% (9,363)	5.3% (9,315)
Unknown	8.2% (12,217)	5.3% (8,550)	4.8% (8,382)	5.9% (10,453)
Total	148,676	162,000	175,176	176,423

~Faculty~

Race/Ethnicity	Fall 2009 (Baseline)	Fall 2014	Fall 2017	Fall 2018
Underrepresented Minority	13.6% (1,841)	14.6% (2,220)	15.6% (2,584)	15.5% (2,563)
Other Minority	11.2% (1,513)	10.6% (1,619)	11.0% (1,823)	11.3% (1,881)
White	66.3% (8,977)	64.4% (9,795)	62.7% (10,373)	58.8% (9,757)
Foreign	6.7% (912)	6% (915)	6.2% (1,033)	6.1% (1,008)
Unknown	2.2% (296)	4.4% (672)	4.5% (742)	8.3% (1,376)
Total	13,539	15,221	16,555	16,585

~Staff~

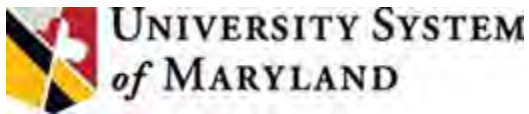
Race/Ethnicity	Fall 2009 (Baseline)	Fall 2014	Fall 2017	Fall 2018
Underrepresented Minority	34.7% (5,810)	34.2% (5,948)	34.2% (5,995)	34.6% (6,013)
Other Minority	6.1% (1,014)	6.2% (1,083)	6.8% (1,185)	7.2% (1,258)
White	55.8% (9,339)	53.9% (9,374)	52.9% (9,272)	52.0% (9,031)
Foreign	1.6% (265)	1.1% (185)	1.5% (268)	1.2% (208)
Unknown	1.9% (310)	4.5% (790)	4.5% (797)	4.9% (853)
Total	16,738	17,380	17,517	17,363

Underrepresented Minority includes African-American/Black, Hispanic, American Indian, and Native Hawaiian.

Other Minority includes those identifying with Asian and multiple races.

Foreign status includes those who are not citizens or nationals of the United States and who are in the country on a visa or temporary basis.

BOWIE STATE UNIVERSITY



2018-2019

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT TEMPLATE

Institution: Bowie State University

Date Submitted: April 17, 2019

Point(s) of Contact (names and email addresses): Gayle Fink, gfink@bowiestate.edu

Overall Guidelines:

- For the 2018-2019 Programs of Cultural Diversity Annual Progress Report, complete the two sections (and subsections) in this template.
- In total (including all statements and tables) your report should be 10 to 12 pages.
- Please submit your report to Zakiya Lee (zlee@usmd.edu) by Wednesday, April 17, 2019.
- The USM will generate the desired demographic information; institutions are not responsible for providing that information.

Section I: Progress Report: §1 I-406 of the Education Article states that each public institution of higher education 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.

Summary Statement

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 §1 I-406 (Plan for Cultural Diversity) and contains two 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

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.

The activities that follow demonstrate Bowie State University’s efforts to increasing the number of traditionally underrepresented groups among students, administrative staff and faculty and ensuring positive interactions and cultural awareness.

Goal 1: Use the table to share how you are increasing the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty. Bulleted, succinct descriptions of major initiatives and strategies are ideal; additional narrative is not necessary.

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.			
Timeline for meeting goal within the diversity plan: Continuous			
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
Students			
Increase the number of new students from diverse ethnic groups.	Increase new student ethnic diversity by 1 percent annually.	% non-African-American First-time UNG Fall 2015 15%; Fall 2016 11%, Fall 2017 11%, Fall 2018 9%	EAB was hired in spring 2016 to aid in new undergraduate student recruitment. The target pool is adjusted each cycle and included a focus

		New Transfer UNG Fall 2015 18%; Fall 2016 13%, Fall 2017 14%, Fall 2018 14%	on increasing non- African-American applicants.
		New Graduate Students Fall 2015 32%, Fall 2016 25%	
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	Overarching measures: Second year retention rates Six-year graduation rates Progression rates	First-time Students 2 nd Year Ret - Fall 2014/15/16/17 71%/76%/72%/68% 6 Year Grad - Fall 2009/10/11/12 33%/41%/37%/40%/42% Progress to Soph Status in 1 year Fall 14/15/16/17 - 16%/23%/18%/13% Transfer Students (Fall) 2 nd Year Ret - Fall 2014/15/16/17 74%/73%/69%/74% 5 Year Grad - Fall 2010/11/12/13 50%/55%/49%/54%	Initiatives outlined in the reports are annually evaluated and adjusted to continue supporting student success.
Faculty, Staff and Administrators			
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. In Fall 2018, 59% of all full-time employees were female and 77% were minority.	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 is currently offering in-person training to all full- time employees on sexual harassment and discrimination and sexual violence. Training continue through June 2019. All employees are required to attend.	Continuing regular training programs.
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

Goal 2: Use the table to share how you are creating positive interactions and cultural awareness among students, faculty, and staff on campus. Bulleted, succinct descriptions of major initiatives and strategies are ideal; additional narrative is not necessary.

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.			
Timeline for meeting goal within the diversity plan: Continuous			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: <ul style="list-style-type: none"> • 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
Infuse international and diversity awareness in the curriculum (Academic Affairs)			
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 50 students have participated in the program to date.	Expansion of study abroad opportunities.
Encourage additional study abroad opportunities	The Global Learning Visits Program in the Department of Social Work, works toward being the model for providing international learning experiences in undergraduate social work education.	During the winter 2019, 7 faculty and students traveled to South Africa.	Expansion of study abroad opportunities in other majors.
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.	Not applicable
Expand co-curricular programs that promote diversity awareness (Student Affairs)			
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 to support the Cultural Festival organized by the International Student Association	Continued activities		
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 five 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 discussions to other upper division theatre courses.
Maintain a campus climate that respects and values diversity (Cabinet)			
Equity Compliance Office	Number and type of investigations	http://www.bowiestate.edu/about/admin-and-governance/adminfin/human-resources/equal-employment-opportunity/	The report is annually evaluated and adjusted to continue a campus climate that respects diversity.
Support units providing programming to support a welcoming campus climate	Programs offered by the Center for Global Engagement, the Office of International Programs, the International Student Office, the Gender and Sexual Diversities Resource Center, the Counseling Services Center and Disabled Student Services office.	Office of Student Leadership <ul style="list-style-type: none"> • An American Descent: Lecture and discussion (May) • Social Justice: Lecture and Discussion (Feb) Division of Student Affairs Fall and Spring Conversations with: <ul style="list-style-type: none"> • Gay Straight Alliance • Racies • Saudi Students Club • Navigators Student Programs	

		<ul style="list-style-type: none"> • Black Male Agenda: Discussion: Who Am I (Sept) • Black Male Agenda: How to use your liberal arts degree for black liberation (Nov) • Gay Straight Alliance: Healthy Sexuality Workshop (Nov) • Gay Straight Alliance: LGBT and Mental Health Program (Dec) • National Council of Negro Women: Purple Intervention: Lecture and discussion (Nov) • Raices: Bridging Communities Together; Discussion (March) • Raices: DACA Teach In (April) • Raices: Embrace your Raices Discussion (Nov) • Raices: What are your Raices? : Lecture and discussion • SGA: Diversity Fest- Homecoming; Music and Fashion (Oct) • SGA: Fitness Classes based Socacise, (Caribbean influenced workout class) (Fall) • SGA: Miss Bowie State held a feminine products drive for Ghana (March) • Sigma Gamma Rho: Blackish: Viewing and Discussion (Nov) • Sigma Gamma Rho: Supporting Our HBCUs: Discussion (Nov) • Student Alumni Association: Purple Intentions: Discussion (Nov) <p>Zeta Phi Beta: For the Culture (black history month trivia): Participation and Discussion (Feb)</p>	
Continue diversity training programs	Employee attendance	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	Continuing regular training programs.

		<p>topics: "Helping Individuals in Distress", "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>	
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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: Appendix -- Institutional Plan for Cultural Diversity

The aforementioned statements and the information within the tables should be aligned with your institution’s plan for cultural diversity, which is required by §1 I-406 of the Education Article. §1 I-406 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 a copy of your institution's plan for cultural diversity.
The institutional cultural diversity plan should be in an appendix and should not be included in the 12-page maximum.***

Please email your complete submission to zlee@usmd.edu by Wednesday, April 17, 2019.

Appendix A
Bowie State University
Cultural Diversity Plan - Update

Bowie State University is currently revising its approach to cultural diversity and inclusion to align with the goals and objectives in its *Racing to Excellence FY 19 – FY 24 Strategic Plan*. Goal 4 of the Strategic Plan specifically focuses on enhancing the campus culture of diversity, inclusion and civic engagement. Strategic Plan Goal 4 objectives are listed below.

Goal 4 - Enhancing our Campus Culture of Diversity, Inclusion and Civic Engagement

Bowie State University will embrace, promote, and support a community of cultural inclusivity, diversity and accountability by ensuring that faculty, staff and students develop a mindset of accountability in teaching, learning, support programs, and extra-curricular campus experiences designed to enhance collaboration and engagement.

Objectives

- 4.1 Community of inclusion – Sustain our commitment to fostering and supporting a safe, civil and welcoming environment for students, faculty, and staff by being intentional about how our community encourages involvement, respect, and connection among its members (State Plan: Success, Strategy 4).
- 4.2 Culturally responsive pedagogies - Expand the use of culturally responsive pedagogies through faculty development (State Plan: Success, Strategy 5, 6).
- 4.3 Multicultural programs and services - Establish an Office of Multicultural Programs and Services that promotes an appreciation of inclusion and diversity on campus and assists with the retention and graduation of international students.
- 4.4 Culture of historical richness - Cultivate a culture of historical richness through campus displays and events that celebrate historical significant events and outcomes.
- 4.5 Civic responsibility - Continue to educate the next generation of global citizens to build stronger, more engaged communities through coordinated and deliberate activities aimed at improving the quality of life in our community and strengthening our democracy through political and nonpolitical engagement.

In addition, the Strategic Plan articulates the core values of the University: Excellence, Inclusivity, Integrity, Accountability, and Innovation. Our core value of Inclusivity is defined as “intentional about creating a community that encourages involvement, respect, and connection among students, faculty, staff, and administrators regardless of differences of race, gender, ethnicity, national origin, 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.

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. Building upon the previous work of the Diversity and Inclusion Committee, President Breaux, in FY 2019, engaged in numerous discussions with campus constituencies related to the structure of diversity and inclusion activities on campus. A multi-phase proposal for a diversity and inclusion unit is in draft form with initial funding planned for FY 2020.

In anticipation of the Diversity and Inclusion unit, the Center for Academic Programs Assessment (CAPA) began to collect base-line student data on intercultural competency and diversity to inform the work of the Diversity and Inclusion Committee by participating in the Educational Testing Service (ETS) HEIghten pilot study. The ETS HEIghten study defined intercultural competency and diversity (ICD) as a “person’s capability to gather, interpret, and act upon radically different cues and function effectively in multicultural situations. Over 200 academic officers at community colleges and four-year institutions participated in the pilot study. Four pilot forms were designed for the ICD assessment. Each ICD form had 80 items and was designed to be less than 40-minutes long. Areas assess included:

- *Analyze and Act*: The ability to take in, evaluate and synthesize relevant information without the bias of preconceived judgments and to translate thoughts into actions.
- *Approach*: The overall positivity with which an individual views and responds to cross-cultural interactions.
- *Positive Cultural Orientation*: The evaluation of cross-cultural situations as favorable.
- *Cultural Self-Efficacy*: The belief that one can successfully engage in cross-cultural situations.
- *Suspending Judgment/Perspective Taking*: Active consideration of others’ potential viewpoints and active refrainment of preconceived cultural schema interfering with informed processing.
- *Social Monitoring*: Awareness of physical, verbal and nonverbal behaviors and cues of others during a social interaction; attention to others’ responses to one’s own actions and signals.

Baseline data from HEIghten indicated that BSU students were very close to the proficient level in “Analyze and Act” in “Approach”. BSU students were within .5 points or less of their national comparison peers in Positive Cultural Orientation and Cultural Self-Efficacy. Suspending Judgment/Perspective Taking and Social Monitoring were the areas where BSU students and the comparison group had the largest gaps with BSU students scoring lower than those students at comparison institutions.

The Office of Equity and Compliance and the Facilities Management collaborated on an ADA and Accessibility Survey to improve the design and detail of campus grounds and facilities to meet the needs and expectations of our community members of all abilities. Several

opportunities for improvement were identified related to parking and elevator availability and reliability. The finding supported a FY 2019 grant proposal for facilities improvements.

The core value of Inclusion is measured through the Ruffalo Noel Levitz Student Satisfaction Inventory survey administered every three years and being collected in spring 2019. The University is surveying faculty and staff using the Ruffalo Noel Levitz College Employee Satisfaction Survey in fall 2019 to gather updated information on campus climate to inform the cultural diversity plan.

Findings from these and other sources will be used to inform the activity planning for the Diversity and Inclusion unit.

Bowie State University
Senate Bill 438
Institutional Cultural Diversity Plan
February 22, 2009

Having been in the employee ranks of Bowie State University (BSU) for less than six months, I am one of the newest members of the leadership team. I am not the only new member, however; the entire leadership team is new. As Dr. Mickey L. Burnim is in his third year as University President, all of his Cabinet members (five vice presidents, legal counsel, and the director of public relations) and each of the academic deans (Arts & Sciences, Business, Education, and Professional Studies) were hired after his appointment as University President. An addition to the Cabinet, the Athletic Director was added; the person in that position was not a new hire. A series of searches are currently underway to fill critical administrative positions, some of which have been vacant for more than one year. Primary among these slots are the positions of Assistant Vice President for Institutional Effectiveness and Director of Institutional Effectiveness.

As Bowie State University has a long-standing commitment to diversity, it values and celebrates diversity in all of its forms. The University community believes that its educational environment is enriched by the diversity of individuals, groups and cultures that come together in a spirit of learning. As the University aspires to even greater racial diversity, it fully embraces the global textbook definition of the term, diversity. It is one that acknowledges and recognizes difference and advances knowledge about race, ethnicity, national origin, age, gender, socio-economic status, religion, sexual orientation, veteran's status, disability, and intellectual perspective.

Evidence of BSU's commitment is seen in all of the critical documents emanating from the University and is immediately apparent to those who visit the campus. Efforts to move beyond rhetoric to additional initiatives as required by Senate Bill 438 has been somewhat slow, due, in large part to this period of administrative transition. President Burnim appointed a Strategic Plan Committee in 2006. The committee developed a Strategic Plan for 2007-2012. Details of the Plan can be found at the following address: http://www.bowiestate.edu/UploadedFiles/about/message/reports/strategic_plan/StrategicPlan.81706.pdf. As there is evidence of progress on the BSU campus, please note the following statistical data regarding initiatives as well as an additional listing of campus strategies and initiatives, all of which corroborate our success of our initiatives:

- a. Statistics outlining the ethnic/racial makeup of our campus community;
- b. Several critical documents where the University's commitment to diversity are delineated. Key phrases have been highlighted;
- c. A set of initiatives currently under consideration for implementation in the near future.

A. ETHNICITY STATISTICS AT BSU

ALL EMPLOYEES

BLACK	76.1%
WHITE	12.8%
OTHER	5.3%
HISPA	3.0%
ASIAN	2.6%
AM. IND.	0.1%

STUDENTS

BLACK	90%
WHITE	4%
OTHER	6%

STAFF

BLACK	79.2%
WHITE	8.7%
OTHER	7.1%
HISPA	2.1%
AM. IND	0.3%

FACULTY

BLACK	73.3%
WHITE	16.8%
OTHER	3.6%
HISPA	3.3%
ASIAN	3.1%
PACIF	0.3%

B. CRITICAL DOCUMENTS

INSTITUTIONAL IDENTITY

Established in 1865, Bowie State University is the oldest Historically Black Institution of higher learning in Maryland and one of the oldest in the nation. The University evolved from a normal school into a comprehensive university that offers a wide array of undergraduate, graduate, and professional programs. Currently, **Bowie State University serves a diverse student population**, providing educational opportunities that enable students to function in a highly technological and interdependent world. The University continues to honor its heritage of providing access to higher education for under-represented populations, with a commitment to African Americans. The University remains a leader in graduating African Americans in technological fields. Bowie State University fosters a supportive, rigorous, and collaborative environment that nurtures excellence in academics and in professional and cross-cultural relationships. The University places particular emphasis on excellence in teaching and research on teaching methodology in order to improve the teaching-learning process. **Bowie State University produces graduates who are leaders among their peers in a global community, who think critically, who value diversity, and who are committed to high moral standards.** Bowie State University is a leader in the infusion of technology into the curriculum while maintaining its role as an institution grounded in the liberal arts. The University is committed to providing a high-quality education that fosters learning and enhances skill acquisition and knowledge discovery based on proven pedagogies and an up-to-date curriculum for students at all levels. The University offers a comprehensive set of undergraduate programs that include the arts and humanities, business and management, teacher education, science and technology, and health and human services.

At the post-baccalaureate level, program offerings include the social sciences, information science and technology, and education. Students are able to pursue certificate programs as well as master's degrees in such disciplines as applied computational mathematics, business, computer science, counseling, counseling psychology, education, English, management information systems, nursing, and organizational communications. The University also offers two doctoral programs—one in computer science and one in educational leadership—and is exploring other doctoral programs in information technology and teaching. The University is aggressively collaborating with its sister institutions and other agencies to address student retention issues (i.e., Coppin State University; Morgan State University; University of Maryland Eastern Shore; University of the District of Columbia; and the Maryland Higher Education Commission); increase the number of student internships; and provide research opportunities for faculty and students (i.e., Towson University; National Aeronautics and Space Administration; Naval Research Laboratory; University of Maryland, Baltimore; Howard University; and City University of New York); increase the number of computer technologists (i.e., University of Maryland College Park; Morgan State University; Johns Hopkins University; University of Maryland, Baltimore County; and Honeywell, formerly Allied Signal Corporation); enhance the quality of the police force (Prince George's County Police Academy); and enhance the quality of teaching in the county and State through

Professional Development Schools, induction programs, and critical issues workshops (i.e., Prince George's County Schools; University of Maryland College Park, Towson University; and Prince George's Community College).

The University is committed to recruiting and retaining a student mix that reflects a population of honor students as well as those who demonstrate leadership qualities, display academic potential, and exhibit the motivation to learn. Bowie State University delivers instruction to a global audience of adult learners through traditional and alternative means.

Bowie State University's workforce consists of a diverse group of dedicated professionals who are committed to implementing the mission of the University. The full-time faculty, complemented by a highly qualified adjunct faculty and supported by a skilled staff, distinguishes itself through excellence in teaching, scholarship/research, and service. Effectively and efficiently, the University will continue to provide excellent educational services to its students through recruitment, development, and retention of a talented workforce.

VISION

(new shared vision statement; adopted, fall of 2007)

Building on its image as a student-centered institution and its history as an HBCU, Bowie State University will provide its **diverse student population** with a course of study that ensures a broad scope of knowledge and understanding that is deeply rooted in expanded research activities. The University excels in teacher education and will become the premier teacher of teachers. Through the integration of internal business processes, technology, and the teamwork of administrators, faculty and staff, the University will be recognized statewide as a model of excellence in higher education for the effective and efficient use of human, fiscal, and physical resources.

MISSION

Bowie State University, through the effective and efficient management of its resources, provides high-quality and affordable educational opportunities at the bachelor's, master's, and doctoral levels for a **diverse student population of Maryland citizens and the global community**.

The educational programs are designed to broaden the knowledge base and skill set of students across disciplines and to enable students to think critically, **value diversity**, become effective leaders, function competently in a highly technical world, and pursue advanced graduate study. **The University is committed to increasing the number of students from underrepresented minorities** who earn advanced degrees in computer science, mathematics, information technology, and education. Constituent needs, market demands, and emerging challenges confronting socioeconomic cultures serve as important bases in the University's efforts to develop educational programs and improve student access to instruction.

With regard to the specifics of Senate Bill 438, the following is an update on progress made at Bowie State University:

- I. Develop and implement a plan for a program of cultural diversity.
- II. If an institution of higher education already has a program of cultural diversity, develop and implement a plan for improving the program.

BSU Response:

While the University sponsors numerous campus-wide initiatives and activities which support cultural diversity, no formal institution-wide plan has been approved to date. With the recent reorganization of the Academic Affairs area by the new Provost, several new positions have been created that will formalize and bring structure to the University's current efforts and aspirations in the area of cultural diversity. Among these positions are the following:

Assistant Vice President for Undergraduate Studies

Responsibilities: Among the primary foci of this new position are two retention-centered initiatives; (a) to provide greater academic oversight of several University student support services; and (b) to provide leadership for a new initiative at BSU, the creation of several Learning Communities. Support from the provost's office will have the cumulative effect of strengthening the University's efforts to support the special needs of our diverse student population.

Status of Search: Underway/Projected start date – July 1, 2009

Assistant to the Provost for Special Initiatives

Responsibilities: This unique new position will have a rotating portfolio of responsibility—one that will focus on a smorgasbord of initiatives that the University wishes to advance. One of the primary focus areas for the first year will be the University's Honors Program. The goal is one of making this program more select while increasing participation from majority and international students.

Status of Search: Underway/Projected start date – July 1, 2009

Coordinator for International Programs

Responsibilities: Embracing the full definition of diversity, BSU seeks to further increase its international profile, particularly with students and faculty as well as to provide the necessary accommodations to insure the success of its international students and faculty. This new position will allow the University to focus more closely this critical area.

Status of Search: Underway/Projected start date - July 1, 2009

Coordinator for Learning Communities and Interdisciplinary Studies

Responsibilities: A retention initiative, this new position reports to the newly created position Assistant Vice President for Undergraduate Studies.

Status of Search: Underway/Projected start date - July 1, 2009

With these positions in place by the beginning of the Fall, '09 semester, the Provost plans to appoint a special task-force charged to lead the University community in the creation of a BSU Cultural Diversity Plan.

- III. Include an implementation strategy and a timeline for meeting the goals within the plan. Include the following:
 - A. Description of the way the institution addressed cultural diversity among its students, faculty, and staff populations;
 - B. Description of how the institution plans to enhance cultural diversity, if improvement is needed;
 - C. Process for responding to reporting campus-based hate crimes and bias-motivated incidents that may occur on campus as defined under title 10, subtitle 3 of the Criminal Law Article and consistent with federal under 20 U.S. 1092 (F) known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act; and
 - D. Summary of any resources, including state grants, needed by the institution to effectively recruit and retain a culturally diverse student body, faculty, and staff.

BSU Response:

Proposed timeline for meeting goals

Institutional charge to Task-Force	-	September, 2009
Deadline for Report from Task-Force	-	November, 2009
Public Presentation of BSU Cultural Diversity Plan to University Community	-	December, 2009
1 st Phase of Implementation (Preparation for this phase will be included in the budget for AY 09-10)	-	January, 2010
2 nd Phase of Implementation (Depending on budget and Approval of anticipated curricula changes)	-	Each semester following proposed Jan., 2010 implementation date

A&B. While the University is moving aggressively to raise the bar in the way it addresses the concerns of international students, faculty, and staff, it is currently depending on Mr. Robert Batten, Interim Dean of Student Affairs and International Student Advisor, who brings issues and concerns of international students to the University's attention.

Evidence of BSU's commitment is seen in all of the critical documents emanating from the University and is immediately apparent to those who visit the campus. The role of the University Relations and Marketing (URM) team at Bowie State University (BSU) is to support internal constituents develop better long-term relationships with BSU students and external constituents. The URM team performs its role by using various marketing tools while incorporating the institutions mission and vision at the same time as adhering to the institutions core values: excellence, integrity, civility, diversity, and accountability. Examples of diversity in recent market collateral are seen in the following:

- Graduate View Book which provides testimonies from
- Male Professor of African descent
- Female Alumna of Asian descent
- Female international student, from Thailand
- Female African American student
- Semester promotions that highlight varying ethnic groups
- Inclusion of the Bowie State's five core values in brochures

BSU also has a LGBT (Lesbian, Gay, Bisexual & Transgender) Resource Center. Its mission is as follows: (1) To provide programs and services that promote academic and personal growth for all of its students; (2) To assure unrestricted access to and full involvement in all aspects of the institution; and (3) To serve as a catalyst for the creation of a campus environment free from prejudice, bigotry, harassment, violence and one that is hospitable for all students.

The following are examples of activities that have been initiated or supported in support of cultural diversity by the Division of Student Affairs:

- Asian Bazaar
- African Bazaar
- Latin Bazaar
- International Cultural Fair
- We actively recruit all students for leadership roles
- Actively recruit all student for RA positions
- Fraternities and Sororities are all multicultural

- Diversity Training is at the core root of RA training.
- Staff Council started a Development
- Created a GLBTQA Advisory organization

C. Hate Crimes are reported by the 8th day of each month on the Monthly Uniform Crime Reports and are submitted to the Maryland State Police. The Supplementary Hate Bias Incident Report Form is filled out which gives the date of the incident, report number, and the circumstances surrounding the incident. These statistics are generated by the Maryland State Police Central Records. Ms Clery requires accounting for those Hate Crimes where there is a reported homicide, rape, robbery, assault, B&E, larceny, or motor vehicle theft.

D. Recent application for State Grants

Agency: MHEC (Maryland Higher Education Commission)
 Title: Accelerated BSU Program with Retention and Success Initiatives
 Objective: Expand the State’s nursing capacity through shared resources and increased focus on student retention and success.
 Focus Group: Transfers from community colleges, military in active duty, second- degree seekers.

IV. Enhance 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.

BSU Response:

Future Plans related to Cultural Diversity

While BSU has brought speakers to campus, it has no distinguished speaker series nor does it have a concert series. Such a series will be started at BSU during the 09-10 academic year. Such a speaker series can bring to campus well-known speakers with a variety of perspectives—political and otherwise. Taking advantage of its strategic location and rich cultural offerings, BSU can easily find outstanding speakers and world-renowned concert artists in the Greater Baltimore-Washington area. Such a series would serve to bring faculty, students, and staff back to campus for the evening.

V. On or before May 1 of each year, each institution shall submit the plan to the governing body of the institution for the governing body’s review.

BSU Response: We will comply.

VI. On or before August of each year, the governing body of an institution shall submit a progress report regarding the institution’s implementation of its plan to the Commission.

BSU Response: We will comply.

COPPIN STATE UNIVERSITY



**INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY
ANNUAL PROGRESS REPORT**

AY 2018 - 2019

April 17, 2018

Office of Academic Affairs

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT
COPPIN STATE UNIVERSITY
AY 2018 - 2019

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 programming, 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

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.

Timeline: 2020

Programs/Initiatives	Metrics	Progress 2018-2019	Areas of Improvement
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 and mix faculty changed over the previous year. Asian faculty increased from 3.7% to over 5%, while Afr. Americans decreased from 85% to 75% and White faculty increased from 9% to 12%.	1. The University should continue recruitment and hiring of faculty and staff who report are Native Americans, Foreign, and Caucasian.
2. Provide Fair Housing (Residence Hall) Training annually	2. % of Staff Participants trained	2. 100% Housing Staff Participated in training during 2018-19.	2. Continue annual training and assessment.

<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 declined from 14.6% to 12.1%</p>	<p>3. Enhance recruitment to target international students.</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</p>	<p>4. There were over 110 participants; a 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 to be developed.</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; School of Education proposed teaching in urban setting courses to be approved by curriculum committee in spring 2019.</p>
<p>6. Denim Day</p>	<p>6. Number of Participants by student group.</p>	<p>6. The event was conducted last year but metrics not captured; invitations to be sent to all students; will count # International students and LGBTQIA.</p>	<p>6. This event will be held fall 2019; a count of metrics by student group.</p>

Goal 2: Create Positive Interactions and cultural awareness among students, faculty, and staff on campus.

Timeline: 2020

Programs/Initiatives	Metrics	Progress	Areas of Improvement
<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 understanding of LGBTQIA student issues.</p>	<p>1. No. of student, faculty, and staff participants.</p>	<p>1. All 40 (students, faculty, and staff) were educated and informed about the LGBTQIA community; new efforts to provide awareness and inclusion; safe spaces created. Pynk, an awareness club will be formalized in 2019.</p>	<p>1. Expand Safe Space to individual units on campus to ensure 100% participation.</p>
<p>2. Campus-wide student mentoring and support programs for personal and academic intervention. Programs include CLAC, Our House, LLCs, etc.</p>	<p>2. No. of Programs; participants; university success rates.</p>	<p>2. There over 200 students served. The full impact on student success are measured through the campus’ retention and graduation rates.</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. 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; workshops on unconscious bias held during University Day.</p>	<p>3. No. of participants per training; no. of workshops</p>	<p>3. A grand total of 412 participants with workshops with positive Interactions and Cultural Awareness; (Dimension of Diversity-10; Conflict Res.=31; Unconscious Bias – 350; Implicit/Unconscious Bias-21). Total campus-wide workshops=5</p>	<p>3 & 4. All new hires are given civility and conflict management information at the time of hiring. Process was formalized during 2018 year and continued in 2019.</p>
<p>4. Professional Development for Faculty by all units on</p>	<p>4. No. of participants; workshops</p>		<p>4. Training on tools for Advisement help with knowledge of special</p>

campus – Academic Affairs			population groups needs; 2 trainings held during 2018-19.
5. Annual Diversity Day - Hosted by ITD Division; shares food from cultural backgrounds, employees dress in their native attire.	5. No. Participants by race/ethnicity	5. Diverse staff of 10 women, 2 Blacks, 17 African American, 1 Hispanic, 6 Asian, 5 White, 1 Native Amer., 1 Mid-East	5. Expand the event beyond the IT Division; contingent on funding.
6. Cultural Awareness Expo in Athletics			6. This is a planned event for the fall 2019.
7. Campus-wide Monthly, Information Sessions on LGBTQIA community; hosted by all divisions – flyers, seminars, and lectures.	7. No. of Students, faculty, staff participants and no. served	7. Progress will be measured fall 2019.	7. Continue efforts to broaden education to the campus; broaden use of safe space signage; promotions of awareness campaigns.
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. This will be measured fall 2019.

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. 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 Office of Community Standards and Conduct within the Division of Student Affairs. Reports may also be made to the Division of 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 or the Coppin State Police. 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 developed a plan that includes incident response protocols and a process for tracking reported incidents. This was a requirement by the Joint Chairs last year.

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; approved 2019)

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 has experienced a decline in enrollment within all student categories. However, the University has been able to maintain a diverse student population. During 2018-19, there was a slight increase in the percentage African American students from 77.8% to 79%. Hispanic and Latino students declined slightly from 2.8% to 2.6%. White students experienced a slight increase from 1.5% to 2%, while international students declined from 14.6% to 12.1%.

Selected initiatives across the campus within the Student Affairs and Enrollment Management, Athletics, Administration and Finance, Information Technology, and Academic Affairs have supported the University's efforts to attract and retain a proportional mix of students that reflect the community. However, there is room for continued 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.
- **Child Development Center** – *(Currently Closed for Renovations)* 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 an increase in the number of staff members between AY 2017-18 and AY 2018-19. The total number of staff increased from 246 to 360. The number of African American staff increased from 192 (78%) to 304 (84.4%), while Asian staff decreased from 6.5% to 2.8%. White staff also decreased from 13.4% to 8.3%. Data show that efforts to increase representation among Native Americans and Foreign staff member could be further enhanced.

Diversity among Faculty

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 2018-2019, the University had 250 members of personnel classified in a type of faculty position; down from 376 in the previous year (*Note: the faculty count includes all faculty, Full-time, tenure/tenure track, full-time, non-tenure/tenure track, adjuncts, and library personnel classified as faculty*). Out of the 250 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 (75.2%). The Asian faculty member population increased from 3.7% to 5% and Caucasians increased from 9% to 12%. Data show that enhancements could be made to increase the number of underrepresented Native American faculty members.

SECTION III: DEMOGRAPHIC DATA ONLY

STUDENTS

Race / Ethnicity	Base: 2008-2009				2016-2017				2017-2018				2018-2019			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
A.A./Black	3473	85.7%	722	2751	2519	86%	562	1957	2250	77.8%	478	1772	2162	79%	424	1738
Am. Ind. Alaska Native	4	0.1%	2	2	3	0%	1	2	3	0.1%	0	3	8	0.3%	0	8
Asian	10	0.2%	0	10	21	1%	7	14	18	0.6%	6	12	10	0.4%	3	7
Hisp./Lat.	17	0.4%	8	9	71	2%	25	46	81	2.8%	32	49	70	2.6%	22	48
White	90	2.2%	25	65	57	2%	25	32	42	1.5%	20	22	55	2%	25	30
Nat. Am. Pac. Islander	0	0.0%	0	0	1	0%	1	0	0	0.0%	0	0	0	0%	0	0
Two or More Races	0	0.0%	0	0	36	1%	11	25	30	1.0%	10	20	52	2%	14	38
Foreign	0	0.0%	0	0	175	6%	59	116	422	14.6%	118	304	332	12.1%	90	242
Not Identified	457	11.3%	139	318	56	2%	8	48	46	1.6%	8	38	49	1.7%	9	40
TOTAL	4051	100%	896	3155	2939	100%	699	2240	2892	100%	672	2220	2738	100%	587	2151

FACULTY

Race / Ethnicity	Base: 2008-2009				2016-2017				2017-2018				2018-2019			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
A.A./Black	410	92%	148	262	325	86.2%	125	200	321	85.4%	118	203	188	75.2%	69	119
Am. Ind. Alaska Native	0	0%	0	0	0	0.0%	0	0	2	0.5%	1	1	1	0%	0	1
Asian	13	3%	9	4	12	3.2%	8	4	14	3.7%	8	6	13	5.0%	8	5
Hisp./Lat.	2	0%	1	1	4	1.1%	2	2	5	1.3%	3	2	3	1.2%	1	2
White	20	4%	12	8	33	8.8%	26	7	34	9%	26	8	30	12%	23	7
Nat. Am. Pac. 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	1	0.3%	0	1	0	0%	0	0	52	13%	14	38
Foreign	0	0%	0	0	2	0.5%	2	0	0	0%	0	0	11	4.4%	7	4
Not Identified	2	0%	0	2	0	0.0%	0	0	0	0%	0	0	1	0%	1	0
TOTAL	447	100%	170	277	377	100%	163	214	376	100%	156	220	250	100%	111	139

STAFF

Race / Ethnicity	Base: 2008-2009				2016-2017				2017-2018				2018-2019			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
A.A./Black	241	80%	91	150	204	76.4%	79	125	192	78%	72	120	304	84.4%	108	196
Am. Ind. Alaska Native	0	0%	0	0	1	.4%	0	1	1	.4%	0	1	1	0%	0	1
Asian	13	4%	10	3	13	4.9%	9	4	16	6.5%	10	6	10	2.8%	7	3
Hisp./Lat.	1	0%	0	1	2	.7%	1	1	3	1.2%	1	2	4	1%	2	2
White	37	12%	27	10	38	14.2%	27	11	33	13.4%	25	8	30	8.3%	19	11
Nat. Am. Pac. Islander	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0
Two or More Races	0	0%	0	27	1	.4%	0	1	1	0.4%	0	1	2	0.1%	1	1
Foreign	0	0%	0	0	8	3%	6	2	0	0%	0	0	8	1.2%	4	4
Not Identified	0	0%	4	4	0	0%	0	0	0	0%	0	0	1	0%	1	0
TOTAL	9	3%	132	132	267	100%	122	145	246	100%	25	138	360	100%	142	218

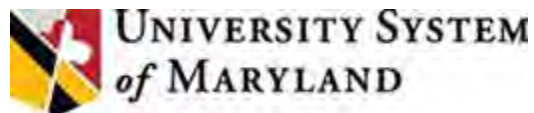


One University. A World of Experiences.

**CULTURAL DIVERSITY PROGRAM
ANNUAL PROGRESS REPORT
2018-19**

**PREPARED BY THE OFFICE OF THE PROVOST
April 2019**

Submitted to:



2018-19
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY
ANNUAL PROGRESS REPORT

Institution: Frostburg State University

Date Submitted: April 16, 2019

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This report follows the University System of Maryland guidelines for the 2018-2019 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

- Summary Statement 1
- Table 1: USM Goal 1 (FSU Goals 1-3) 3
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SECTION II (APPENDIX A)

- Frostburg State University’s Cultural Diversity Program 13

SECTION III (APPENDIX B)

- Institutional Demographic Data 23

Provides associated comparative demographic data for fall 2010, fall 2016, and fall 2017 with that of fall 2018. These data outline FSU’s significant progress over the last ten years towards achieving its diversity goals.

SECTION I - SUMMARY STATEMENT

Frostburg State University is a multicultural campus where diversity is highly valued. This is affirmed in the University's *Core Values Statement*: "Frostburg State University is committed to developing cultural competence and cultivating understanding of and respect for a diversity of experiences and worldviews that encourage each person's ability to 'take the perspective of the other.'" The University's Cultural Diversity Program 2008-2018 puts this value into action. The program is intended to help the institution more effectively recruit and retain individuals from 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 Cultural Diversity Program 2008-2018 establishes five institutional goals together with strategies for their attainment (see Section II). The University has made significant advances toward achieving the five goals of the program over the 10-year period 2008-2018.

1. Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students

Strategies under this goal include enhancing marketing and recruitment efforts that target members of underrepresented groups as well as expanding college-readiness and bridge programs offered by the University.

The University has made notable progress in this area over the 10-year period 2008-2018. The undergraduate minority student population at Frostburg has significantly increased in the past decade. In the fall of 2008, minority students represented 26.1% of Frostburg's overall undergraduate population; and, in the fall of 2018, minority students comprised 42.48% of the overall undergraduate population. The proportion of African American students rose from 21.9% in fall 2008 to 31.18% in fall 2018, and the percentage of Hispanic/Latino students increased from 2.1% to 5.0% over that same period. (Though this institutional goal specifically references *undergraduate* students, Frostburg's minority *graduate* student population has also appreciably grown over this 10-year period. In the fall of 2008, minority students represented only 4.18% of Frostburg's overall graduate population; by fall of 2018, minority students comprised 19.82% of the overall graduate population.) An increasing number of transfer students are from minority groups. New minority transfer students represented 13.5% of the new transfer population in fall 2008 compared to 28.7% in fall 2018.

2. Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students

Strengthening and expanding student support, mentoring, and advising programs are identified strategies under this goal.

Advances have been made in this area over the 10-year period 2008-2018, particularly with respect to undergraduate minority graduation rates. The second-year retention rate for all minority students has somewhat increased over the past decade, from 72% for all minority students in cohort fall 2009 to 74% for all minority students in cohort fall 2017. The second-year retention rate for African American students rose from 73% for cohort fall 2009 to 77% for cohort fall 2017. The six-year graduation rate for all minority students rose from 38.8% for cohort year 2002 to 49% for cohort year 2012. The six-year graduation rate for African American students rose from 42% for cohort year 2004 to 48% for cohort year 2012. In fall 2018, University President Ronald Nowaczyk appointed Ms. Arlene Cash the inaugural Vice President for Enrollment Management. This position consolidates important recruitment and support services for students who are considering Frostburg and throughout their college careers, with the aim of being more intentional and efficient in our recruitment and student support offerings.

3. Enhance the Cultural Diversity of Faculty and Staff

Strategies include continuing the activities of the ADA/EEO Compliance Office's Minority Recruitment Plan, expanding efforts to attract and retain minority faculty, and providing additional support for college and departmental minority faculty recruitment and retention plans.

The relative size of the minority tenure/tenure-track faculty population at Frostburg has remained fairly constant over the 10-year period 2008-2018. Minority faculty comprised 13.4% of the total tenure/tenure-track faculty population in fall 2008 and 14.7% of the total tenure/tenure-track faculty population in fall 2018. There has been a small increase in minority representation among executive-level staff. In fall 2008, 5.26% of executive-level staff were African American/Black and no executive-level staff were Asian or Hispanic/Latino. In fall 2018, the rates of representation rose to: African American/Black (6.05%), Asian (1.61%), and Hispanic/Latino (.4%). The most notable gains have been at the level of professional staff. The rates of minority representation at that level in 2008 were: African American/Black (4.05%), Asian (2.03%), Hispanic/Latino (.68%); and, by fall 2018, these rates increased to: African American/Black (6.74%), Asian (5.62%), Hispanic/Latino (1.12%)

4. Create a Campus Environment that Promotes the Valuing of Cultural Diversity

Providing campus-wide cultural and gender diversity programming and activities through the *President's Advisory Council on Diversity, Equity, and Inclusion*, Frostburg's *Center for Student Diversity, Equity, and Inclusion*, and the *Office of Gender Equity*; supporting campus student organizations that focus on diversity; and providing for the multicultural quality of the curriculum are important strategies designed to help the University attain this goal. Frostburg maintains a website (<https://www.frostburg.edu/about-frostburg/cultural-diversity/index.php>) showcasing its diversity initiatives, and providing easy access to diversity-related resources for students, faculty, and staff.

In spring 2019, University President Ronald Nowaczyk, working with the University Advisory Council, formed a revamped University Council on Diversity, Equity & Inclusion (UCDEI). The new University Council will replace the President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI). The UCDEI is more inclusive in its membership, with more student and staff representatives, and is better aligned with national best practices. Like the PACDEI, it will meet regularly to set goals and launch initiatives to improve campus climate with respect to diversity. It will also oversee the University's Cultural Diversity Program, which will be reviewed and updated in AY 2019-20.

The Center for Student Diversity, Equity and Inclusion (CSDEI) fosters a sense of community among students of all ages, economic classes, ethnicities, gender identities, races, religions, sexual orientation and national origins. Frostburg is a campus affiliate of the National Coalition Building Institute (NCBI), and the CSDEI coordinates a variety of NCBI diversity-training programs, including an Introduction to Diversity Workshop that is required of all first-year, full-time students. FSU established the Office of Gender Equity 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.

Minority students are robustly represented in the student leadership population at Frostburg: Resident Assistants (66.6%); Lane University Center (46.2%); Civic Engagement leaders, including the ECHO Stars program, (74.1%); Student Activities/Greek Life (36.8%); Cultural Events Series (57.1%); Social Marketing Team (50.0%); and Student Government Association (27.6%). There are currently 13 student organizations at Frostburg with overt diversity-related missions.

Cultural and gender diversity issues are addressed throughout the University's curricula. The General Education Program requires all students to complete a course involving Identity and Difference. Currently, 31 courses across 16 academic disciplines satisfy this requirement. A variety of academic programs involve intensive study of cultural and/or gender diversity, including African American Studies, Cultural Anthropology, Foreign Languages & Literature, International Studies, and Women's Studies.

5. Promote the Understanding of International Cultures

Identified strategies under this goal are increasing the number of international students on campus, enhancing international programming at the University, increasing international opportunities for students and faculty, and promoting intercultural knowledge at all levels of the campus.

The University has increased and diversified its international student population, enhanced international programming, and promoted intercultural understanding at all levels on campus. At the same time, the University is providing additional opportunities for FSU students and faculty to study and teach abroad. The number of international students enrolled at Frostburg has significantly increased over the past decade, from 34 in fall 2008 to 285 in spring 2019. Currently, international students on Frostburg's campus represent 14 nationalities, with the largest constituencies from China and Saudi Arabia. The University currently has 22 exchange partners and three cooperative-degree programs, with plans to add a fourth by summer 2019. As indicated under Goal 4 above, there are numerous curricular and co-curricular programs at Frostburg designed to promote intercultural knowledge.

Frostburg State University's Cultural Diversity Program contains a number of new and ongoing initiatives that require additional resources if they are to be fully and successfully implemented. Any state financial support of these strategies that can be garnered by the University of System of Maryland would greatly assist Frostburg's efforts. An approach to providing Frostburg State University and other Maryland institutions of higher education additional resources to enhance diversity and cultural awareness programs is to make competitive state grants available for these purposes. In the past, the state has funded important initiatives that have helped to transform and improve higher education in Maryland. The University would welcome the opportunity to apply for diversity program funds provided through the Maryland Higher Education Commission and the University System of Maryland.

Section I - Table 1

USM Goal 1: Increase the Numerical Representation of Traditionally Underrepresented Groups among Students, Administrative Staff, and Faculty.

FSU's Diversity Goal 1: Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students			
Timeline for meeting FSU Goal 1 is fall 2018; FSU's Diversity Program will be reviewed and updated in AY 2019-2020			
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.	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>FSU 1.1: Enhance marketing and recruitment efforts that target underrepresented students.</p> <ul style="list-style-type: none"> a) Continue to send mailings and electronic communications to underrepresented students who meet the University's admission criteria. b) Continue to arrange recruitment trips to urban high schools in Maryland. 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>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 37% for the fall 2018 class.</p> <p><i>Data Source: PeopleSoft Queries F09; orig SSS file F18</i></p> <p>During fall 2017 and spring 2018 (to recruit the Fall 2018 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 30 visits at 24 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>FSU 1.2: Familiarize high school students, teachers, and administrators from selected areas with the University's programs and services.</p> <ul style="list-style-type: none"> a) Continue bus trips to FSU from targeted areas and engage FSU minority students to serve as tour guides. 	<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 700 prospective high school students during 19 different bus trips to FSU from primarily minority high schools. Additionally, 60% of prospective fall 2018 students attending the "admitted student receptions" sponsored by the Admissions Office were minorities (69 of 117 students).</p>	

<p>FSU 1.3: Enhance college-readiness programs and promote them to minority and first-generation students.</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 181 participants, and 18.8% of these self-identified as minorities.</p> <p>FSU's <i>Upward Bound Regional Math/Science Center</i> provided additional academic support for underrepresented high school students from Allegany, Garrett, Frederick and Washington counties and Baltimore City. An average of 68% of program participants currently in high school (52 of 77) self-identified as minorities. Of the 950 participants who graduated from high school during the past five years, 60 (63%) were minorities, and 53 of these 60 (88%) initially enrolled in college.</p>	
<p>FSU 1.4: Increase the number of underrepresented students who transfer to FSU from community colleges.</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 29% in fall 2018. <i>Data Source: Enrollment Information System file (EIS)</i></p> <p>In FY 2019, 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 or are non-degree seeking (students who transfer with a GPA less than a 2.0) 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, including training on the campus student information and learning management systems. Nineteen new transfer students were served through CAAR in the 2017 academic year; four of those students are African-American. CAAR offered Transfer Student Listening sessions in group and individual formats and 19 students took advantage of these in spring 2019.</p>	<p>Investigate additional methods to ensure the makeup and size of the transfer student class meets the university's goals.</p>

FSU's Diversity Goal 2: Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students			
Timeline for meeting FSU Goal 2 is fall 2018; FSU's Diversity Program will be reviewed and updated in AY 2019-2020			
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.	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>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.</p> <p>a) Continue programs to enhance student success: Academic Success Network (ASN), First-Year Student Progress Survey, TRIO Student Support Services (SSS), 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 2017 cohort of first-time, full-time students, FSU's second-year retention rates for African American students (77%) and minorities (74%) are similar to the rate for the total student population (77%).</p> <p>The retention rates improved from 71% (cohort fall 2016) to 77% (cohort fall 2017) for African Americans and from 69% (cohort fall 2016) to 74% (cohort fall 2017) for all minorities. The retention rate for all first-time, full-time students improved from 74% (cohort fall 2016) to 77% (cohort fall 2017).</p> <p>The African American retention rate mirrored the overall retention rate for the most recent cohort of first-time, full-time students. While the minority student retention rate was 3% points lower than the overall rate, the cohort showed a 5% point gain from the prior year.</p> <p>Six-year graduation rates increased over the reporting period for all student groups (cohort year 2010 to cohort year 2012): from 39% to 48% for African American students, from 40% to 49% for all minorities, and from 49% to 53% for all first-time, full-time students.</p> <p>FSU has been selected to participate in the first-ever national Excellence in Academic Advising (EAA) comprehensive strategic planning process, a program created by NACADA, a global association dedicated to enhancing the educational development of students in higher education, and the nonprofit Gardner Institute.</p> <p>EAA establishes aspirational standards for institutions to evaluate and improve academic advising and acknowledge the central role of advising in promoting student learning, success and completion.</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 reviewed and updated in AY 2019-2020

<p>Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.</p> <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>FSU 3.1: Expand efforts to attract and retain eminently qualified minority faculty and staff.</p> <ul style="list-style-type: none"> a) Establish working relationships with doctoral granting HBCUs throughout the United States with similar demographic population and geographic location. 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. c) Utilize The REGISTRY, a national database of diverse and strategic candidates seeking ladder-rank employment as faculty members at institutions of higher education. 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. e) Implement the annual Development and Leadership Series to provide management training to increase employee advancement and retention. 	<p>The number of minority faculty and staff at Frostburg State University.</p>	<p>The University continues its efforts to increase the number of minority faculty and staff at FSU. As of December 2018, the University's workforce consisted of 1,033 full and part-time employees (387 faculty; 657 staff members; 75 graduate students).</p> <p>Females are employed at a rate of 51.1% (527) and are represented in 100% of all administrative offices and academic departments.</p> <p>Minorities are employed at a rate of 10% and are represented in 26.9% of the University's administrative offices and 75.0% of academic departments. The University's workforce is comprised of Black/African American 4.7% (49), Asian 4.0% (41), Hispanic/Latino 0.7% (8), Two or more races 0.4% (4) and American Indian/Alaska Native 0.1% (1). White employees represent 90.1% of the university workforce.</p> <p>Frostburg's Office of Human Resources continues to sponsor the annual Employee Development and Leadership Series. The current cohort, consisting of 12 FSU faculty and staff members, meets monthly to receive management training, which will lead to increased employee advancement and retention. A fundamental goal of this program is to build the skills required to manage an increasingly diverse workforce and assist in fostering an inclusive workplace environment characterized by fairness, understanding, and mutual respect and civility.</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*

FSU's Diversity Goal 4: Create a Campus Environment that Promotes the Valuing of Cultural Diversity			
Timeline for meeting FSU Goal 4 is fall 2018; FSU's Diversity Program will be reviewed and updated and revised in AY 20018-20019			
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"> • faculty and staff cultural training programs; • curricular initiatives that promote cultural diversity in the classroom; and • co-curricular programming for students <p>Strategies are numbered followed by their Action Priorities.</p>			
<p>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.</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 2018-2019, the Center for Student Diversity, Equity and Inclusion worked collaboratively with faculty and staff to:</p> <ul style="list-style-type: none"> • Provide support and leadership development to marginalized student identity groups: African Student Alliance (ASA), NAACP, and the gospel choir (UVUGD). • 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). • 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 was a little under 90% coming in closer to 88% with a 95% satisfaction rate. Participating in the workshops resulted in an increase in first-year students applying to attend the diversity retreat. 	<p>Explore strategies to increase the effectiveness of the workshops including follow-up activities to increase retention of the knowledge gained; increase in the awareness of the resources available on campus to increase cultural competence; increase attendance.</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>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>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>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>During 2018-2019, the Center for Student Diversity, Equity and Inclusion planned and implemented the following activities:</p> <ul style="list-style-type: none"> • FSU Social Justice Summit (formerly named Diversity Retreat): During the weekend a full day is dedicated to a Workshop on “Building Community through Deeper Connections.” In fall 2018, a total of 37 students, one staff member, two guest facilitators and two FSU alum participated in this retreat. Funds for a second retreat were not secured. However, the impact of the retreat was demonstrated by nine of the retreat participants attending the NCBI Train-the-Trainer one month later. • NCBI Train-the-Trainer was held in November 2018 with 25 trainees and 2 facilitators. Nine of the trainees attended the FSU Social Justice Summit; 16 were students; 3 faculty members, 3 staff members, and 2 Chartwells Dining Services staff. This will significantly increase the number of facilitators available to provide workshops for first year students. <p>The President’s Advisory Council on Diversity, Equity and Inclusion was dissolved. In response to feedback provided during the University’s recent strategic planning process, as well as in other focus groups and forums, the University President, the Vice-President of Student Affairs, and Director of the Center for Student Diversity, Equity worked to create a revised University Council on Diversity, Equity and Inclusion.</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"> • 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. • Assessing student perceptions and experiences of gender-based harassment and violence through the biennial <i>Campus Climate Survey</i>. Survey data from spring 2018 shows continued increases in positive responses about students’ perceptions concerning their University experience, including increased engagement in the campus community and a higher sense of being valued as individuals. • Providing recommendations in light of State and Federal expectations and best practices. <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.</p> <p>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.</p>	<p>Seek funding to sustain activities led by the Center including a second retreat. Holding a second retreat allows more students to participate in the in-depth experience.</p> <p>The Council is expected to hold its first meeting before the end of spring 2019 semester. Council goals and work groups will be established at that time.</p> <p>Allocation of sufficient resources for sustainable prevention, response, outreach, and compliance.</p>
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<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>f) Sustain the University's curricular programs designed to promote the understanding of cultural diversity.</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 University's curricular programs that promote the understanding of cultural diversity</p>	<p>Department of Education and the University System of Maryland to address gender-based harassment and sexual assault prevention.</p> <p>All first-year orientation courses were provided a presentation from the Title IX Coordinator, highlighting the services provided by the Office of Gender Equity and the protections and supports under Title IX.</p> <p>All faculty and staff were required to complete <i>Harassment and Discrimination Prevention</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. Lastly, all Campus Security Authorities completed the required annual Clery Act training, via an online training module.</p> <p>FSU's partnership with the University of Maryland College Park, <i>TRiO Academic Achievement Program's McNair Scholars</i> has enrolled 81 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 2018-2019 cohort included two students, one African American female and one African American male.</p> <p><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.</p> <p><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.</p>	<p>Identify funding to support FSU students' participation in activities hosted at partner institutions.</p> <p>Continue to host McNair recruitment sessions at FSU</p>
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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 reviewed and updated in AY 2019-2020

<p>Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:</p> <ul style="list-style-type: none"> • faculty and staff cultural training programs; • curricular initiatives that promote cultural diversity in the classroom; and • co-curricular programming for students <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>FSU 5.1: Increase the number of international students attending Frostburg State University</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>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>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 number of cooperative-degree programs with overseas partner universities.</p>	<p>The CIE works with all academic departments across campus to ensure a continued growth in international diversity. In recent years, the CIE changed its emphasis on recruitment of students who would enroll on an “exchange” basis for one or two semesters, and moved to promoting programs for “degree-seeking” international students. In spring 2019, FSU enrolled 285 international students (up from 183 in spring 2018), including 275 degree-seeking students (up from 162 in spring 2018) from 10 countries.</p> <p>The CIE became a member of the Maryland International Education Consortium, which actively recruits international students for Maryland universities.</p> <p>The CIE added one additional exchange partner this year—NEOMA School of Business in Paris, France. The CIE is assisting the College of Business with recruiting students for study abroad opportunities at this new partner university. We expect students from the partner school to begin enrolling at FSU beginning the spring 2020 semester.</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>d) Establish strong connections for international students on campus</p>	<p>The presence of programs designed to connect international students to the campus.</p>	<p>FSU offers a six-week language camp (summer and winter) for incoming international students who need to improve their English language skills before beginning their first semester of classes on the FSU campus. Additionally, the CIE offers numerous cultural activities throughout the semester to introduce international students to American culture.</p>	
<p>FSU 5.2: Develop programs and organizations to promote students' intercultural understanding and diversity awareness through experiential exposure to global topics.</p> <p>a) Plan and implement student abroad programs conducted or sponsored by the university.</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 study abroad opportunities for students and the level of participation in those programs</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>The presence of international experiences for student members of the President's Leadership Circle.</p>	<p>During the academic year 2018/19, 39 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>To encourage students to study abroad, the CIE engaged in the following recruitment activities in FY 2019:</p> <ul style="list-style-type: none"> • Conducted classroom visits • Hosted bi-annual study abroad and international fairs • Planned bi-weekly information sessions with prospective and former study abroad students to share experiences • Held information tables in the Lane University Center • Provided presentations to multiple Greek organizations • 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. <p>In FY 2019, faculty members created and implemented study abroad experiences for students in Ireland, England, Wales, and the Dominican Republic. 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>As a result of budgetary constraints, the students in the President's Leadership Circle did not participate in a service-learning trip to Uganda to educate villagers and schoolchildren about hygiene and how to purify their drinking water; however, the PLC hosted John Ochieng, our liaison with Africa Water Solutions in Uganda, for an on-campus visit for twelve days (March 28 – April 9, 2019). Mr. Ochieng visited several classes, made presentations on global leadership to student leaders, and worked with the executive chef for Chartwells to create an authentic Ugandan meal attended by students, faculty, and staff.</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).

**SECTION II
(Appendix A)**



One University. A World of Experiences.

**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 generations 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.

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, timeframes and responsible units or offices associated with Goal 1.

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.*

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	Office of the Provost
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 Garrett, Allegany, Washington, Montgomery, Anne Arundel, Prince Georges, and Frederick counties, and the city of Baltimore.	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, Freshman Progress Survey, TRiO Student Support Services (SSS), 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 relationships with doctoral granting HBCUs throughout the United States with demographic populations and geographical locations similar to FSU, utilizing the REGISTRY to fill vacant administrative positions,

requiring all search committees to engage in minority outreach, advertising faculty and staff job openings on websites devoted to diverse hiring, working with the University System of Maryland (USM) on hiring strategies, creating a program for underrepresented populations (in their disciplines) to teach at Frostburg as ABD doctoral students, and implementation of an annual Development and Leadership Series designed to increase advancement and retention.

Table 3

Goal 3: Enhance the Cultural Diversity of Faculty and Staff			
Strategies	Action Priorities	Time frame	Responsible Unit or Office
FSU 3.1: Expand efforts to attract and retain eminently qualified minority faculty and staff	a) Established working relationships with doctoral granting HBCU's with similar demographic populations and geographic location throughout the United States.	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 REGISTRY, 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 that one member of the committee be 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 increased employee advancement and retention.	2008-2018	Office of Human Resources

Goal 4: Create a Campus Environment that Promotes the Valuing of Cultural Diversity

Frostburg State University’s Cultural Diversity Program works to create an environment that is welcoming and safe for students. Various programs are offered on the FSU campus by a cross-section of academic and administrative offices as well as student organizations that enhance the development of students’ multicultural competency skills. 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 underrepresented students, continuing the work of the President’s Advisory Council on Diversity, Equity, and Inclusion (PACDEI); continuing the work of the Office of Gender Equity; 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

GOAL 4: CREATE A CAMPUS ENVIRONMENT THAT PROMOTES THE VALUING OF CULTURAL DIVERSITY			
Strategies	Action Priorities	Time frame	Responsible Unit or Office
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 relating 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

FSU 4.1 (Continued) 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.	e) Develop inter-institutional academic opportunities and institutional curricular programs for members of the University community 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.

Table 5

GOAL 5: PROMOTE THE UNDERSTANDING OF INTERNATIONAL CULTURES			
Strategies	Action Priorities	Time frame	Responsible Unit or Office
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
	<i>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.</i>	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 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).

SECTION III (Appendix B)



One University. A World of Experiences.

Institutional Demographic Data

This section includes comparison data for 2010, 2016, and 2017 with that of 2009. The data are presented in the following tables:

- ▲ **Table 1:** *Comparison Table for Students*
- ▲ **Table 2:** *Comparison Table for Faculty*
- ▲ **Table 3:** *Comparison Table for Staff*

Section III: Table 1 Student Headcount by Career

**Table 1
Student Headcount by Career**

Updated March 25, 2019

Career		Fall 2010				Fall 2016				Fall 2017				Fall 2018			
		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	1	8	9	13.04
	African American/Black	-	-	-	-	-	-	-	-	-	2	2	2.44	-	2	2	2.90
	Amer Ind or Alaska Nat	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Hisp/Latino	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	White	-	-	-	-	25	47	72	92.30	23	45	68	82.90	19	38	57	82.61
	Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Native Hawaiian or Pac Island	-	-	-	-	-	1	1	1.28	-	-	-	-	-	-	-	
	Two or More Races	-	-	-	-	1	-	1	1.28	1	-	1	1.22	1	-	1	1.45
	All	-	-	-	-	27	51	78	100	26	56	82	100	21	48	69	100
Graduate	Unknown	2	-	2	0.33	37	63	100	14.00	40	47	87	14.80	31	39	70	11.93
	African American/Black	15	17	32	5.30	15	29	44	6.16	16	29	45	7.64	18	32	50	8.52
	Amer Ind or Alaska Nat	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Asian	4	4	8	1.32	8	8	16	2.24	7	5	12	2.04	9	8	17	2.90
	Hisp/Latino	3	5	8	1.32	5	9	14	1.96	7	6	13	2.21	3	12	15	2.56
	White	168	372	540	89.40	158	291	449	62.90	129	273	402	68.30	136	273	409	69.68
	Other	9	5	14	2.32	65	20	85	11.90	15	6	21	3.57	7	5	12	2.04
	Native Hawaiian or Pac Island	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Two or More Races	-	-	-	-	2	4	6	0.84	4	5	9	1.53	4	10	14	2.39
	All	201	403	604	100	290	424	714	100	218	371	589	100	208	379	587	100
Undergraduate	Unknown	16	12	28	0.58	21	16	37	0.76	25	29	54	1.14	24	28	52	1.12
	African American/Black	557	572	1129	23.20	780	753	1533	31.40	767	716	1483	31.40	751	695	1446	31.18
	Amer Ind or Alaska Nat	7	6	13	0.27	2	7	9	0.18	3	4	7	0.15	1	9	10	0.22
	Asian	47	28	75	1.54	34	59	93	1.90	41	65	106	2.24	41	55	96	2.07
	Hisp/Latino	98	90	188	3.86	123	160	283	5.79	113	151	264	5.59	103	129	232	5.00
	White	1744	1640	3384	69.54	1221	1394	2615	53.50	1122	1277	2399	50.80	1090	1228	2318	49.98
	Other	20	29	49	1.01	54	38	92	1.88	103	105	208	4.40	134	164	298	6.43
	Native Hawaiian or Pac Island	-	-	-	-	1	1	2	0.04	-	1	1	0.02	-	1	1	0.02
	Two or More Races	-	-	-	-	109	111	220	4.50	93	110	203	4.30	82	103	185	3.99
	All	2489	2377	4866	100	2345	2539	4884	100	2267	2458	4725	100	2226	2412	4638	100
All	2690	2780	5470	100	2662	3014	5676	100	2511	2885	5396	100	2455	2839	5294	100	

Source: P409 Student Enrolled Population Files; Office of Assessment and Institutional Research

UG Minority

	2010	2016	2017	2018
N	1405	2140	2064	1970
%	28.87	43.81	43.70	42.48

UG African American

	2010	2016	2017	2018
N	1129	1533	1483	1446
%	23.20	31.40	31.40	31.18

Section III: Table 2 Instructional Faculty

Table 2
Instructional Faculty
Split By Tenure/Tenure Track and Non-Tenure Track

Updated March 25, 2019

Tenure Status	Race/Ethnicity*	2010				2016**				2017**				2018**			
		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	.	1	1	.	4	2	6	3.57	3	3	6	3.30	4	3	7	4.29
	Amer Ind or Alaska Nat	.	.	.	.	1	.	1	0.60	1	.	1	0.55	.	.	.	.
	Asian	4	3	7	.	3	3	6	3.57	2	4	6	3.30	2	4	6	3.68
	Hisp/Latino	.	4	4	.	.	1	1	0.60	.	2	2	1.10	.	.	.	.
	White	66	78	144	.	63	86	149	88.69	67	98	165	90.66	62	87	149	91.41
	Other	.	.	.	.	.	4	4	2.38	.	.	.	.	.	1	1	0.61
	Native Hawaiian or Pac Island	.	.	.	.	.	.	.	.	.	2	2	1.10	.	.	.	.
	All	71	87	158	100	72	96	168	100	73	109	182	100	68	95	163	100
Tenure/ Tenure Track	Unknown	1	.	1	.	.	.	.	.	.	.	.	.	.	.	.	.
	African American/Black	7	2	9	.	7	2	9	4.11	7	2	9	4.33	7	3	10	4.90
	Asian	8	7	15	.	13	6	19	8.68	12	5	17	8.17	13	4	17	8.33
	Hisp/Latino	1	3	4	.	1	3	4	1.83	1	3	4	1.92	1	2	3	1.47
	White	113	66	179	.	106	74	180	82.19	96	73	169	81.25	95	70	165	80.88
	Other	.	.	.	.	5	2	7	3.20	5	4	9	4.33	5	4	9	4.41
	All	130	78	208	100	132	87	219	100	121	87	208	100	121	93	204	100
	All	201	165	366	100	204	183	387	100	194	196	390	100	189	188	367	100

Source: M155 Employee Data System Files; Office of Assessment and Institutional Research

*Data reported for 2010 based on the 1977 race/ethnicity codes. 2016 to 2018 data based on the new race/ethnicity codes.

** 2016 to 2018 data reflect the Maryland Higher Education Commission's Standard Occupational Classifications.

Section III: Table 3 Staff by Principal Occupation Assignment

**Table 3
Staff By Principle Occupational Assignment**

Updated March 25, 2019

Occupational Code	Race/Ethnicity*	2010				2016**				2017**				2018**			
		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	-	1	1	0.4
	African American/Black	2	1	3	5.17	4	6	10	4.13	4	7	11	4.52	6	9	15	6.05
	Amer Ind or Alaska Nat	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Asian	1	-	1	1.72	3	-	3	1.24	3	-	3	1.23	3	1	4	1.61
	Hisp/Latino	-	-	-	-	1	-	1	0.41	1	-	1	0.41	-	1	1	0.4
	White	33	21	54	93.1	103	123	226	93.39	102	125	227	93.42	102	125	227	91.53
	Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All		36	22	58	100	112	130	242	100	110	133	243	100	111	137	248	100
Teaching Assist	White	-	-	-	-	2	5	7	100	2	3	5	100	2	3	5	100
	All	-	-	-	-	2	5	7	100	2	3	5	100	2	3	5	100
Professional	Unknown	2	2	4	2.42	-	1	1	1.05	2	3	5	4.85	-	2	2	2.25
	African American/Black	6	4	10	6.06	1	4	5	5.26	-	4	4	3.88	3	3	6	6.74
	Amer Ind or Alaska Nat	1	-	1	0.6	-	-	-	-	-	-	-	-	-	-	-	-
	Asian	3	-	3	1.81	2	5	7	7.37	3	4	7	6.8	2	3	5	5.62
	Hisp/Latino	-	1	1	0.6	-	2	2	2.11	-	1	1	0.97	-	1	1	1.12
	White	62	84	146	88.49	34	45	79	83.16	32	53	85	82.52	30	42	72	80.9
	Other	-	-	-	-	1	-	1	1.05	-	-	-	-	-	-	-	-
	Two or more races	-	-	-	-	-	-	-	-	-	1	1	0.97	1	2	3	3.37
All		74	91	165	100	38	56	95	100	37	66	103	100	36	53	89	100
Clerical	Unknown	-	-	-	-	1	1	2	1.21	-	-	-	-	1	1	2	1.27
	African American/Black	-	7	7	4.02	5	3	8	4.85	3	6	9	4.92	3	8	11	6.96
	Amer Ind or Alaska Nat	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Asian	1	1	2	1.15	1	1	2	1.21	-	3	3	1.64	-	1	1	0.63
	Hisp/Latino	2	1	3	1.72	-	1	1	0.61	-	2	2	1.09	-	-	-	-
	White	25	137	162	93.1	35	116	151	91.52	44	123	167	91.26	41	102	143	90.51
	Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Two or More Races	-	-	-	-	-	1	1	0.61	1	1	2	1.09	-	1	1	0.63
All		28	146	174	100	42	123	165	100	48	135	183	100	45	113	158	100
Technical	Hisp/Latino	1	-	1	2.22	-	-	-	-	-	-	-	-	-	-	-	-
	White	26	18	44	97.78	-	6	6	100	-	5	5	100	-	4	4	100
	All	27	18	45	100	-	6	6	100	-	5	5	100	-	4	4	100
Skilled Crafts	Unknown	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	1.14
	African American/Black	-	-	-	-	-	1	1	1.03	-	1	1	1.09	-	1	1	1.14
	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Hisp/Latino	-	-	-	-	1	-	1	1.03	1	-	1	1.09	1	-	1	1.14
	White	36	1	37	100	53	42	95	97.94	51	39	90	97.83	50	35	85	96.59
	All	36	1	37	100	54	43	97	100	52	40	92	100	51	37	88	100
Serv/Maint	Unknown	-	1	1	1.3	-	-	-	-	-	-	-	-	-	-	-	-
	African American/Black	-	2	2	2.6	-	-	-	-	-	-	-	-	-	-	-	-
	Asian	-	1	1	1.3	-	-	-	-	-	-	-	-	-	-	-	-
	White	36	37	73	94.8	43	2	45	100	44	2	46	100	42	2	44	100
	All	36	41	77	100	43	2	45	100	44	2	46	100	42	2	44	100
All		237	319	556	100	291	365	657	100	293	384	677	100	287	349	636	100

Source: M155 Employee Data System Files; Office of Assessment and Institutional Research

*Data reported for 2010 based on the 1977 race/ethnicity codes. 2016 to 2018 data based on the new race/ethnicity codes.

** 2016 to 2018 data reflect the Maryland Higher Education Commission's Standard Occupational Classifications.

SALISBURY UNIVERSITY

2018-2019
Institutional Programs of Cultural
Diversity Annual Progress Report

Institution: Salisbury University

Date Submitted: April 17, 2019

Point(s) of Contact (names and email addresses): Humberto Aristizábal, Associate Vice President
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Cultural Diversity has been an integral part of Salisbury University (SU) for close to a decade, when the institution made a stated commitment through its Cultural Diversity Plan (CDP), pledging to support and advance diversity by targeting certain areas of focus and formulating specific goals.

To date, while SU has achieved a number of notable goals, certain challenges still persist. Since its founding, SU has traditionally attracted primarily White students, faculty and staff. Therefore, increasing recruitment and retention of members pertaining to historically underrepresented groups will remain at the forefront of our efforts. Each school, department, and office has assumed an active role in the recruitment and retention of a diverse contingent and has devised specific approaches. There is a general consensus that specific emphasis should be placed on creating and advancing mentorship and professional growth opportunities for traditionally underrepresented faculty and staff. Enhancing the cultural competency of faculty and staff remains a firm commitment so that, in turn, they can cultivate and foster an inclusive learning environment for our students. In parallel, collective efforts are made to identify and strategically eliminate inequity-related barriers to academic and professional success.

Beyond efforts directed at recruitment and retention, SU recognizes the importance of creating and supporting opportunities for meaningful interactions between campus community members, as a result of which a series of programs and initiatives was created over the years. While said initiatives have had varying degrees of success, SU has not been able to gauge their overall impact on the campus community, a rather arduous task in the absence of a Campus Climate Study. Consequently, the University has decided to commission a general Campus Climate Study – both quantitative and qualitative - within the next twelve months, an invaluable tool in helping us outline the next Diversity Strategic Plan. Moreover, assessing the campus climate is indispensable in identifying areas of concern and/or focus pertaining to diversity, in order to develop innovative, relevant, and tailored programming and in turn, will inform the enhancements to our CDP.

Concurrently, Salisbury is working on formulating the University's General Strategic Plan (2020-2025) which will capture the new University President's vision

for the institution, will incorporate feedback from the campus community through the Campus Climate Study and other means, as well as considerations and corresponding approaches to address current and future trends in higher education. In order to continue to capitalize on the progress that has already been made, SU will not only have to reaffirm its commitment to diversity and inclusion but also to continue to tailor the specifics to ensure the effectiveness of the strategic approach through a truly concerted effort, where every stakeholder becomes a co-creator of a new, diverse, and congruent institutional identity.

The implementation strategy and the timeline for meeting the specified goals will align with and supplement the institution's Strategic Plan. As such, SU will uphold the institutional commitment to foster an inclusive campus by helping nurture a robust sense of identity and community so that all students, staff, and faculty experience a sense of belonging to the University. The new Center for Equity, Justice and Inclusion inaugurated in December 2018 is a fitting illustration of this endeavor and a promising, meaningful step in that direction.

The University will continue to outline and implement forward-looking action steps to dismantle systemic racism that exists within and beyond all campuses, as well as encourage and promote meaningful interactions across all-campus stakeholders to increase commitment to and support for diversity and inclusion initiatives. This particular long-term objective was catalyzed by the October 2018 workshop on the topic of systemic racism, which was attended by the 80 top SU administrators, including the new University President, as well as leaders from shared governance pertaining to all three campus community contingencies - faculty, staff, and students. This particular learning opportunity elicited courageous conversations and helped identify specific approaches that can be adopted, as well as the stakeholders that should be tasked with the implementation and monitoring. The short-term and intermediate goal is to continue to optimize institutional responses to diversity and inclusion-related matters.

Harmonizing institutional efforts, in general, and abandoning the "silo mentality" is viewed an imperative in achieving the University's long-term goals. This requires the strategic re-alignment of goals for diversity and inclusion. To that end, maintaining an updated internal inventory of diversity and inclusion-related programs and initiatives is essential in the process of identifying potential areas of collaboration and serve a variety of purposes, such as creating learning opportunities in varied formats e.g., trainings, student orientations, targeted workshops, facilitations, etc., to improve cultural literacy, hence endowing the campus community with a more profound understanding of diverse identities and perspectives.

Any efforts to support cultural diversity and inclusion on campus should also translate into a concern and commitment to strengthen the relationship with the broader SU campus community. One of the ways in which Salisbury University has been contributing and should continue to do so is by conducting culturally responsive research that supports community practice. This has concretized into various partnerships over the years. Attesting to that are the University's specific programs in education, arts and community health that impact and benefit the broader community in general, as well as historically minoritized groups in particular. Moreover, the University's cultural offerings typically reflect the diversity of the broader community, with many events being well received and well attended. Lastly, a welcoming and diverse community is undoubtedly a selling point, oftentimes even a decisive factor, for students, staff, and faculty alike when opting to come to SU for education or employment; therefore it is strategic for the University to adhere strongly to the strategic goal of "Fostering Community."

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 the 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>The President has made diversity and inclusion one of his top priorities. In speeches and engagements both internal and external, he has made this point and talked about the importance of having faculty and staff that are representative of the student body and a student body that is representative of the region and the State.</p>	N/A	N/A	N/A
<p>The Seidel School established the AACTE Holmes Scholar program to recruit underrepresented minorities into education career pathways and increase applicant pool for faculty positions to increase number of underrepresented minorities.</p>	<p>Student enrollment. Increase in diversity of candidates in applicant pool for faculty positions resulting in more diverse hires.</p>	<p>Application approved by AACTE. Holmes Coordinator identified. Solicitation of nominations for initial cohort from existing enrolled students. HR demographic data of applicants and faculty hires.</p>	<p>Increase diversity of admitted students across all program areas. Increase diversity of applicant pool for faculty positions.</p>
<p>The Center for International Education (CIE) supported the creation of new employee benefit to provide tuition remission for English Language Institute courses for dependents of newly hired international faculty.</p>	<p>Creation of policy. Enrollment of dependents of international faculty in ELI courses.</p>	<p>Policy created. Forms and process created - two dependents took advantage of the new benefit.</p>	<p>Continuing promotion of services to support international faculty hires.</p>
<p>The Center for International Education improved levels of participation of underrepresented groups in study abroad programs.</p>	<p>Increase in number of students from underrepresented groups studying abroad.</p>	<p>Salisbury Abroad: Global Experiences Internship program provides full-semester credit-bearing internships in nine cities around the world; 70% of participating students in spring 2019 were from underrepresented groups.</p>	<p>Continue to create study abroad programs that attract students from underrepresented groups.</p>
<p>SU opened the Center for Equity, Justice, and Inclusion (CEJI)- a new center for historically marginalized and underrepresented populations which will provide space for research, programming or just hanging out. Current occupants represent three diverse communities: LGBTQIA+, Women’s Forum, and individuals with disabilities; each group has access to its own office and shared access to a board and meeting room with an occupancy of up to 75.</p>	N/A	N/A	<p>Three spaces in CEJI are unoccupied, allocation pending upon proposal approval.</p>
<p>Programs such as Powerful Connections (August 19-23, 2018), and the Multicultural Leadership Summit (March 1, 2019) are hosted by the Office of Multicultural Student Services to provide both leadership and mentorship opportunities for students.</p>	<p>75 new students completed the Powerful Connections Program. 75 students participated in a one-day leadership program.</p>	<p>Participating students completed evaluation instruments which used the Likert scale as its basis for satisfaction.</p>	<p>Multicultural Leadership Summit will be expanded to include four county school systems.</p>
<p>Athletic Training staff attend recruiting events at HBCUs.</p>	<p>Twelve students in the MSAT program are from traditionally underrepresented groups.</p>	N/A	N/A
<p>SU posts all available positions on diversejobs.net to promote and recruit traditionally underrepresented faculty and staff. Ongoing use of Reflective Review Strategy to assess progress in the diversity profiles of the applicant pool, finalist pool, and new hires.</p>	<p>Disclosed source(s) of recruitment during the search and selection process. Diversity metrics of the applicant pool, finalist pool, and new hires.</p>	<p>Increased number of diverse applicants interested in available position vacancies. Approximately 31% of Staff Hires and 25% of New Faculty Hires were from traditionally underrepresented groups.</p>	<p>Identification of opportunities for improvement in generating interest and expanding the applicant pool of diverse applicants. Continued focus and emphasis on attracting, hiring and retaining diverse applicants, faculty, and staff.</p>

<p>In the Fulton School, minority headcount in 2018-2019 increased by 20 over the previous year. Recruiting strategy is to promote liberal education not by targeting specific minority groups but combating misinformation that promotes “practical” professionally-oriented degrees over “impractical” liberal arts degrees. Nonprofit leadership certification co-curricular program illuminates work in the social justice fields. Participation in Powerful Connections programming in late summer.</p>	<p>No measures to test the specific impact of this messaging. Enrollment data, with the caveat that correlation is not causation, shows increase overall. Participation - launched in 2017-2018 with two students completing the program.</p>	<p>Overall number of Fulton School majors up 3.6% over last year. 100 students in the undergraduate pipeline now; graduate pathway in development.</p>	<p>N/A</p>
<p>The Office of Admissions offers a Counselor Visitation 2-day program every April. Invites high school and community college counselors to visit the campus over a 2-day period to learn more about SU.</p>	<p>Four counselors so far attending from CollegeBound Foundation, which serves underrepresented high school students in the Baltimore, MD, and DC areas.</p>	<p>Will measure this through next year’s admissions funnel to see if these counselors have sent any applicants.</p>	<p>N/A</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 an application, test scores, and transcript.</p>	<p>For the reporting period, SU met with 21 schools. From these events, out of 406 students, so far 120 students have committed to SU – they have until May 1st to pay their deposit.</p>	<p>Students interviewed increased by approximately 50 students. Students from these groups are tracked by tagging them in CRM and following them through the admissions funnel. Had a very successful on-campus event for this group this year and will continue that in future years.</p>	<p>Continue to expand the program to new schools particularly NJ.</p>
<p>The Office of Admissions focuses on admissions visits/fairs within territories with a high percentage of historically underrepresented and marginalized students. Collaboration with SU’s Office of Marketing and Public Relations to advertise in diverse high school and community college student newspapers, outdoors, and in college fair guides in the Washington and Baltimore metro regions.</p>	<p>So far this season, 464 additional diverse students have been admitted and have 103 more deposits date to date (May 1st deadline to deposit.) The Office of Marketing and PR also tracks the reach of placements when possible.</p>	<p>Final results available after May 1st.</p>	<p>Improve tracking of individual recruiting events.</p>
<p>The Office of Admissions offers a multicultural Alliance Reception during Admitted Students Day to welcome prospective students of multicultural backgrounds and their families to Salisbury University, and introduce them to the programs and services offered by the Office of Multicultural Student Services.</p>	<p>SU had a large number of RSVPs with 19 students and 52 in total attending the reception.</p>	<p>Will not be able to track until after May 1st.</p>	<p>Improve communication to encourage students to attend this event or make it a special interest session instead, which is earlier in the day.</p>
<p>The Office of Admissions hosts many diverse student groups for an information session and a tour of campus.</p>	<p>For the reporting period, SU brought 62 diverse groups to campus, totaling approximately 2200 students.</p>	<p>SU saw an increase of 21 more groups and 680 additional students. Many of these schools/programs are repeat customers and evaluate their visits positively.</p>	<p>Include other offices like the Office of Multicultural Student Services and TRiO to meet with the prospective students.</p>
<p>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.</p>	<p>Involvement in USM Promise AGEP activities.</p>	<p>Hiring 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.</p>	<p>Continue to look for opportunities to bring AGEP faculty to SU. Work to convert current post-doc into a tenure-track position.</p>
<p>A grant was awarded for the application by CHEM faculty for Project SEED from the American Chemical Society, which provides funding for fellowships from underrepresented minorities to participate in a summer research program at SU.</p>	<p>Recruitment of 2 URM students for Summer 2019.</p>	<p>None yet – TBD.</p>	<p>Track whether or not participants become college students that major in the sciences.</p>

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) project in the Department of Mathematics, which involves workshops, tours of campus, campus engagement.	Number of URM high school students.	Approximately 30-40 URM students participate each year.	Tracking of student success longitudinally.
The Henson School Dean supported and funded the launch of an informal Society of Black Scientists by a group of enterprising SU students.	Retention of URM students, before and after the launch.	TBD.	Need to formalize the group, see student activity recognition.
Nearly every theory and clinical course in the undergraduate Nursing curriculum contains one or more course objectives related to cultural sensitivity, cultural competency, health literacy, and health disparities. The doctoral program also contains many illustrations of cultural competency.	Successful completion of BS, MS, and DNP programs by our students (and pass rates on certifications exams.) Participation in international education. Successful accreditation of programs. MHEC funding for Nurse Educator. Expansion programs (ES-FAMI and WS-FAMI) that target minority and male RNs for development as clinical faculty.	98.8% first-time NCLEX pass rates, the highest for any baccalaureate institution in Maryland. 2 students went to Nicaragua with local physicians to provide healthcare services to those that otherwise would not have access. The baccalaureate, master's, and DNP programs at Salisbury University are accredited by the Commission on Collegiate Nursing Education.	Continue ongoing monitoring and revising the curriculum as appropriate.
Housing and Residence Life (HRL) made efforts to ensure that staff is representative of the student population.	Measure numbers of diverse HRL staff from year to year.	Out of HRL building director staff, 7 of 12 staff are from underrepresented groups (58%). From a total RA staff of 61, 23 were from an underrepresented group (37.7%).	Continue to aggressively market positions to underrepresented populations.
University Dining Services (UDS) made efforts to engage Muslim students, faculty, and staff by working with suppliers to purchase only Halal whole cut chicken and boneless chicken breasts; purchase Halal ingredients and RTE meals with a separate key-access refrigerator. Allergen, gluten-free & vegan/vegetarian offerings are indicated via the website, corresponding marking are included in the RFP requirements of the new Food Production System.	Increased meal participation numbers.	N/A	Plans are in place to transform the Bistro menu for Fall 2019 to feature GF & Vegan offerings exclusively which will provide a secure destination for those students who have those restrictions or preferences.
The UDS Director, in collaboration with the Admissions Office, maintains an updated script for tour guides to promote the dining services program and provide information about the diverse offerings and ability to accommodate all dietary needs and preferences. The Director meets each semester with the Admissions Department to review program changes and highlight the provisions for different cultures and self-identified dietary commitments.	N/A	Dining Management has intercepted and relayed information to tour groups at all 5 Open Houses thus far.	Explore, acquire, and communicate foods/items that appeal to the underrepresented populations.

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:	Metrics to measure how the 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"> • faculty and staff cultural training programs; • curricular initiatives that promote cultural diversity in the classroom; and • co-curricular programming for students. 			
<p>The President's Office has expanded partnerships with the Wicomico County NAACP.</p> <p>The President has directed the Deputy Chief of Staff through the Office of Government and Community Relations to reach out to underrepresented communities throughout the City of Salisbury, Wicomico County Public Schools, and various community organizations.</p>	N/A	N/A	N/A
<p>The Center for Extended and Lifelong Learning has a sustained focus on:</p> <ul style="list-style-type: none"> - P2P Women's Leadership learning circle (P2P = Peer to Peer) - P2P-M millennial women's leadership group - Outreach to the senior citizen community of the Eastern Shore - Collaboration with AARP Maryland and the Alzheimer's Association. 	<p>20 participants, professional women, each month, both on and off campus.</p> <p>12 women in a six-month cohort.</p> <p>Daily contact with the community through educational programming.</p> <p>Educational events.</p>	N/A	Continue to expand reach in all programs through various inbound marketing initiatives.
<p>The Cultural Diversity and Inclusion Consortium Committee continued to assist campus leadership in weaving the diversity strategy by providing advice, monitoring the campus climate as it relates to diversity, inclusion, and equity, advocating for diversity and inclusion. Helped develop guidelines for allocation of spaces in the Center for Equity, Justice, and Inclusion.</p>	<p>The number of meetings.</p> <p>Recommendations made to Executive Staff and University President.</p>	Seven meetings from Fall 2018 to date.	Continue to encourage members of shared governance and student groups to engage in the Committee.
<p>SU hosted the "Introduction to Systemic Racism" workshop, the result of a partnership between the CHHS/Seidel Diversity Group and the OIE, funded through the OIE's mini-grant program.</p> <p>Participants were introduced to the concept of racism as a systemic and structural problem in order to help stakeholders understand how it shapes individual attitudes, impacts institutional norms and the ability to serve all constituents appropriately, as well as the difficulty for traditionally underserved minority groups to access and receive services in a culturally sensitive fashion.</p> <p>The goal was to help SU identify tangible steps racial and equity justice at SU.</p> <p>85 members of the campus community registered for the event (13 students, 21 faculty members, 51 staff members.)</p>	N/A	N/A	Continue to offer support to the Ad-Hoc Committees that were formed after the workshop was concluded to keep the conversation and identify and implement tangible actions.

<p>SU Libraries provided an online resource guide for teaching about diversity and inclusion.</p> <p>SU Libraries provided cultural training programs for library staff.</p> <p>SU Libraries added collections related to diverse populations to support curricular initiatives.</p> <p>SU Libraries co-curricular programming.</p>	<p>Number of views of the guide.</p> <p>Number of training programs.</p> <p>New materials added.</p> <p>The number of events/exhibits.</p>	<p>A SU librarian worked with a Faculty Learning Community to create a library guide, "Diversity and Inclusion Resources for Curricula" https://libraryguides.salisbury.edu/DIRC</p> <p>Required all library staff to take a course on inclusion in the workplace. Offered training (well-attended) on dealing with the homeless and mentally ill populations.</p> <p>Encouraged individual staff to take webinars and online courses related to diversity by not counting cost against their individual professional development allocations.</p> <p>Acquired the digital archive of the Baltimore Afro-American newspaper.</p> <p>More than doubled the size of the Spanish Poetry Book Collection</p> <p>Added special collections material for Asia (20 Japanese lithograph prints from the 1940s; 90 propaganda pieces from India during World War II.)</p> <p>Liaisons spent 10% of departmental book budgets on diversity-related books or DVDs. Panels, book displays, and social media promotion for observance months and holidays.</p> <p>Hosted the traveling AIDS Memorial Quilt for a month and offered a series of related events, including an opening reception, two film screenings, a student-organized drag show, and a panel discussion with a guest speaker.</p> <p>Sponsored a film and panel discussion on Black English and an African-American poetry read-in.</p> <p>Sponsored a workshop on African-American "documentary quilts."</p> <p>Co-sponsored three lectures on African-American history.</p>	<p>Continue to update.</p> <p>Continue to offer several programs each year.</p> <p>Continue to acquire, as budget permits.</p> <p>Continue to offer as staffing and budget allow.</p>
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<p>The Fulton School has been promoting coursework and supporting faculty, students, and staff to foster positive cultural awareness through a plethora of programming, training, and facilitated discussions, with a focus on:</p> <ul style="list-style-type: none"> - Diverse community - LGBTQIA+ issues - Historically marginalized groups: African Americans, Latinx, women - Cultural identity - Masculinity, Disability & Race - Confronting Inequality/Achieving Sustainability - Cultural events (Hispanic Heritage Month, International Francophonie Month, the monthly Chinese tea house) 	<p>16 events were provided 12 topics were presented 13 lectures were held on campus 6 films open to the community 5 community grants awarded through the Fulton Public Humanities network</p>	<p>16 trainings held at SU reaching 510 people. Approx. 150 attended the Anti-Semitism vigil in November 2018, with 100 at the panel discussion.</p>	<p>N/A</p>
<p>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.</p> <p>Training programs and initiatives include Safe Space workshop, Webinar Series, Lunch and Learn, Breakfast Topics, as well as customized, department-specific training programs.</p> <p>A new training series consisting of six workshops were introduced in Fall 2018 geared towards increasing cultural competency for supervisors, department chairs, managers, directors and above. The workshops have been offered in a general format, as well as tailored based on the request from specific departments.</p>	<p>The number of training sessions, number of topics covered, frequency of training sessions.</p>	<p>52 trainings offered since the Fall 2018 semester to date.</p>	<p>Continue to increase exposure for OIE events to increase participation from the campus community. Continue to identify new relevant areas of cultural competency and develop corresponding trainings.</p>
<p>The OIE awarded funding to initiatives that support the goals of recruiting and retaining a diverse group of students, faculty and staff, as well as developing mechanisms to support inclusiveness, engagement, and success among SU campus community members.</p> <p>Grant proposals can be submitted by students, staff, and faculty.</p>	<p>The number of grant proposals submitted over the course of a fiscal year.</p>	<p>11 mini-grants approved totaling over \$16,000 worth of support.</p>	<p>Continue to advertise the program to the campus community. Encourage campus community members and groups to submit proposals.</p>

<p>The Office of Multicultural Services has initiated and supported a variety of programs to advance cultural diversity:</p> <ul style="list-style-type: none"> - Representation Matters - Screening of “Pariah” - Raise our Voices around Intimate Partner Violence - Enlightened Perspective Lecture Series “Code Switching” - Multicultural Alliance Mixer - “The Green Book” - LGBTQIA Awareness Week - Enlightened Perspective Lecture Series “What Can I call You?” - Multicultural Festival - Senior Banquet 	<p>All participants were surveyed at all events.</p>	<p>Each program had expected attendance levels which met the goals of the department and planning committees.</p> <p>Positive responses were consistent for all programs and activities.</p>	<p>Topics related to cultural awareness will consistently be offered across campus on a continuous basis.</p>
<p>The Community Health Department committed to increase exposure to cultural diversity and competency through:</p> <ul style="list-style-type: none"> - Inclusion of LGBTQ panel/guest speakers in coursework (students get to interface with sexual minorities.) - Inclusion of global seminar and study abroad internships. - Project KISS - students get to work with peers from UMES. - Faculty and students engage in various workshops offered by OIE (e.g. Safe Space, Sexual Violence Prevention, Working with Pregnant Students.) - Requirements to adopt health promotion materials to diverse audiences present in five health courses. - Requirements to address health disparities that are linked to underrepresented groups present in seven health courses. - Students complete a cultural competency assessment. - Students have clinical and observation experiences with patients from a variety of populations; outcomes related to cultural competency are addressed throughout the curriculum, emphasizing the interaction of sociocultural issues and healthcare. 	<p>By way of graded assignments integrated into the course, evaluation by faculty leading the project/grant reports, an annual review of faculty dossiers & discussions with students.</p>	<p>Feedback from students and instructors, student grades/accreditation self-study reports, data collected as part of grant progress reports and annual review letters by faculty committees, administrators, discussions with students.</p>	<p>Plans to offer an extra-curricular field trip to national advocacy day in Washington DC in October to supplement in-class work.</p> <p>Faculty in the program are continuously reviewing and assessing viable cultural competency instruments.</p>
<p>The Fellowships Office (SNCF0) is reaching out to a diverse group of students to apply for fellowships.</p> <p>SNCF0 is planning a diversity orientation for students going abroad.</p> <p>The SNCF0 House allows great student interaction.</p> <p>Presentations highlight diversity and challenging traditional ideas of who should apply for Fellowships (development workshops.)</p> <p>Working with many diverse groups on campus and keeping SNCF0 independent to attract and welcome students from across campus.</p>	<p>A number of students from diverse groups who apply for fellowships.</p> <p>Referrals and office visits from departments across campus.</p> <p>Responses to presentations.</p> <p>Use of House and student stories of interactions.</p>	<p>Primary this year: Applicants and winners who self-identified include: 22 students of racial/ethnic diversity, 6 students 1st gen, 6 students Pell Grant, 4 students non-traditional age, 5 students community college transfer, 3 LGBTQ+, 5 students tied to the military, 2 students with disabilities.</p> <p>Good presentations on Faculty Development Day and general presentation to highlight diverse students applying.</p> <p>Stories of students from different viewpoints becoming close through the use of the house, including political diversity (active Republicans interacting well with progressive Liberals/Democrats.)</p>	<p>Reach out to more organizations on campus – try to build relations with TRIO, the OIE.</p> <p>Continue reaching out to students from different backgrounds.</p> <p>Target Community College transfers.</p>

<p>The Social Work department provided various opportunities for students and faculty to have cross-cultural experiences and exposure to diverse perspectives by:</p> <ul style="list-style-type: none"> - Offering coursework on privilege and oppression. - Field trip to the Harriet Tubman Museum and the Anti-Human Trafficking Task Force Exhibit. - Bringing a guest speaker to educate students on refugee experiences. - Sponsoring the Social Justice LLC to provide incoming freshmen to learn and advocate for marginalized and oppressed populations. - Conducting OIE grant-funded Brown Bag Lunch and Learn workshops (3) focused on helping SOWK faculty and staff develop pedagogical strategies related to diversity and inclusion. <p>A joint effort with the Nursing Department led to the development of a global health seminar which includes a study abroad trip to Ecuador focused on increased understanding of social, political, and cultural issues impacting global health.</p>	<p>A faculty-driven study that measures the impact of course on student learning and insight.</p> <p>Graded assignments integrated into the course.</p> <p>Course-based discussion and reflection assignment.</p> <p>Graded discussion and reflection assignment.</p> <p>In-class discussion and reflection.</p> <p>Graded discussion and reflection.</p>	<p>Study data from last 2 years on over.</p> <p>Analysis of assignment grades.</p> <p>Verbal feedback from students related to their experiences and the impact on their learning; student grades.</p> <p>Verbal feedback on faculty about each of the 3 Brown Bags (attendance was between 12 to 20 at each event) where they identify how they plan to utilize the content in their teaching.</p> <p>Feedback from students and student grades.</p>	<p>An analysis is ongoing.</p> <p>Helping adjuncts to appropriately address content; inclusion of this type of content in the specialization (MSW) curriculum.</p> <p>Development of non-faculty (i.e. adjunct) training sessions in these areas that can be streamed or provided in the evenings.</p> <p>Need to look at using non-SU trainers/speakers for Brown Bags to provide more intensive training (e.g. CRTL at BCC.)</p>
<p>Housing and Residence Life (HRL) staff (both professional staff and RA staff) received training on topics of diversity and inclusion.</p> <p>As a part of the residential program model, RAs are required to do programs related to cultural awareness.</p> <p>Staff committees focused on programming for specific areas related to cultural awareness (Pride Week, Hunger Games, Tunnel of Oppression)</p> <p>New Committee for next year is a Diversity Committee.</p> <p>HRL markets and supports cultural programs that other departments are doing through our residential program model by requiring RAs to bring residents to programs put on by campus partners.</p>	<p>HRL produces reports to ensure that the RAs are continuing to do programs focused on cultural awareness, as well as bringing residents to university-wide programs.</p>	<p>All HRL staff have gone through Safe Space training.</p> <p>All staff has participated in diversity training facilitated through the Office of Institutional Equity (OIE).</p>	<p>HRL can continue to look for new and emerging topics in the area of cultural awareness to train their staff.</p> <p>HRL will address any issues that may come up in the residence halls through targeted programming.</p> <p>Change the timing for Tunnel of Oppression to have a larger impact on a larger number of students.</p>
<p>The Seidel School has supported and promoted faculty leadership and participation in Diversity Interest Group, which is devoted to understanding and promoting conversation and improved action around topics associated with diversity and inclusion.</p>	<p>Faculty participation in Diversity Interest Group activities.</p>	<p>Host monthly meetings to discuss diversity-related issues and plan programming to facilitate positive interaction and cultural awareness.</p> <p>Book discussion groups on topics related to social justice and diversity.</p> <p>Letters to President and Provost search committees.</p> <p>Campaigns to support local Muslim and LGBTQ+ communities.</p> <p>Representation at University-wide strategic planning sessions.</p>	<p>Communication about activities and events.</p> <p>Enhance SU's cultural climate, building empathy, compassion, and cultural awareness of differences among students, faculty, and staff on campus.</p> <p>Encourage participation from a variety of members of the college and school communities and to enhance openings for learning by providing out-of-the-classroom opportunities for students, faculty, and staff to engage in critical conversations together.</p>

<p>The Seidel School launched and supported various initiatives for students and faculty to increase cross-cultural experiences and exposure to diverse perspectives:</p> <ul style="list-style-type: none"> - Center for Civic Reflection which promotes civic reflection discussions that, by their nature, elicit positive interactions among diverse groups. - Children's and Young Adult Literature Festival, its mission is to promote diverse children's and YA authors and illustrators, bring them to campus, and support the work that they do to tell stories outside the dominant narratives and perspectives. - SU's Teaching and Learning Conference – two Seidel faculty presented on a panel about gender inclusivity in college classrooms. - Social Justice, Equity, and Teaching Transformation (SETT-SU) Faculty Learning Community focused on increasing awareness and sensitivity about diversity and marginalized students' perspectives and experiences on campus. 	<p>Faculty, staff, and student participation in civic reflection activities.</p>	<p>Attainment of the national Center for Civic Reflection at SU. Participation in the new student civic reflection activity. Hosting annual for SU and broader Salisbury region. Presentation of the Sonia Lynn Sadler Award for an upcoming diverse children's book illustrator. Shared practical steps faculty, staff, and students can engage in to create positive and inclusive classroom environments. Creation of a Library Guide on Diversity and Inclusion Resources for Curricula accessible by all faculty, staff, and students. Hosting a Diversity Student Roundtable. Sponsored a booth at the Multicultural Fair to promote positive messaging around diversity and inclusivity.</p>	<p>Communication about activities and events. Participation by faculty and staff. Communication about activities and events.</p>
<p>The Center for International Education (CIE) supported the creation of Global Village housing community for AY 2019-20 designed to intentionally bring together international students and American students interested in living in an environment that provides international content through programming.</p>	<p>Creation of community. Enrollment of students in the resident community.</p>	<p>30 international students resided in the Global Village during Fall 2018 semester. 25 international students resided in Global Village during Spring 2019 semester.</p>	<p>The general lease on the property was not signed until March 2019; AY 2019-20 greater promotions and marketing of community to American students.</p>
<p>The Center for International Education promoted strengthening of faculty-led study abroad as high impact practice.</p>	<p>Offering ongoing faculty development opportunities to involve more faculty members and improve the capacity of faculty members engaged in the activity.</p>	<p>Three distinct workshops for faculty on leading "Global Seminars" offered during July and August 2018 and April 2019. Creation of new publication and adoption of new IT commercial software program to better support the administration and execution of faculty-led programs. Funding of three separate travel grants for faculty to create new programs.</p>	<p>There is still more demand from faculty interested in this activity; ongoing support and faculty-development for as many faculty members as possible is critical.</p>
<p>The Public Relations Office 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. More than 85 diversity-related topics were spotlighted in the past year. The PR Office promoted cultural events in print and digital media that expose the campus and community to diverse experiences and performers.</p>	<p>PR tracks media placements (including those that are diversity-related) appearing in local, regional and national media, when possible.</p>	<p>N/A</p>	<p>These efforts will continue.</p>
<p>The Office of Marketing placed ads showcased 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>PR tracks media placements (including those that are diversity-related) appearing in local, regional and national media, when possible.</p>	<p>N/A</p>	<p>These efforts will continue.</p>

<p>University Dining Services' (UDS) partnership with the Cultural Event series provides exposure and opportunity to engage. Our menus include more ethnic and culturally specific offerings daily and featured in the Festival of Foods calendar of events.</p> <p>Campus Dietitian and Executive Chef participated in Nutrition Awareness events & Wellness programs to disseminate information on the dining program.</p> <p>They are continually accessible to engage with students and provide support for their particular dietary regimen.</p>	<p>Increase in meal attendance at events.</p>	<p>Not quantified by event. Overall counts at Festival events have increased >500 attendees. The Soul Food dinner attracted close to 800 community participants.</p> <p>Seven students from UMES have interned with Campus Dietitian so far this year.</p>	<p>Continually provide programming to appeal to the diversity of the campus community.</p>
<p>The Office of Sponsored Programs (Graduate Studies and Research) – have partnered with faculty and staff to help secure various awards/grants, including:</p> <ul style="list-style-type: none"> - a project to assist underserved, low-income, first-generation, and students with disabilities to increase academic success and increase graduation rates. - a project that explores emerging paradigms in parallel computing successful in recruiting traditionally underrepresented students. - a program that provides training sessions, one of the objectives being to help minorities participate in the free enterprise system through government procurement classes offered at SU. - A program to bring philosophy to underserved area high school students. 	<p>6 federal awards 6 state awards 3 local/non-profit/corporate awards</p>	<p>While some programs/awards are new, others have been renewed (i.e. NSF Grant – Research Experience for Undergraduates), an indicator of success.</p>	<p>Continue to offer high-quality assistance to ensure high-quality research administration, responsible stewardship of funds, and sound policies and management of external funds.</p>

Section II: Institutional Plan:

- I. The implementation strategy and the timeline for meeting the specified goals will align with and supplement the institution's new Strategic Plan (2020-2025) which will be presented to the campus community within nine months to a year. While certain adjustments are foreseeable given the fact that the new Strategic Plan is currently in the works, Salisbury University remains committed to the following diversity and Inclusion (D&I) intermediate and long-term goals and reserves the right to refine and adjust them, as needed.
 - Ensure that all students, staff, and faculty feel a sense of belongingness to the University by actualizing best practices around D&I.
 - 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 D&I.
 - Provide more opportunities for mentorship and growth for historically marginalized and underrepresented faculty and staff.
 - Develop the cultural competency of faculty and staff 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 marginalized and 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 and underrepresented 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 reaffirms its commitment to promote and support cultural D&I among its various stakeholders through a multi-pronged approach. Endeavoring to enhance recruitment efforts for historically marginalized and underrepresented students, staff, and faculty members remains at the fore of our efforts, paralleled by a commitment to provide adequate onboarding training/student orientation vis-à-vis D&I issues for all campus community members. On campus, many offices, academic units, faculty, staff, students, and student organizations will continue to 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, as new areas of potential collaborations are identified.

These important objectives are accomplished through programs and initiatives, enhanced curricula and course content, which individually and collectively aim to reflect more accurately the entirety and the diversity of the human experience. Moreover, a visible focus persists on the creation and maintenance of networks, clubs, as well as affinity and resource groups that serve historically underrepresented identities, on facilitating workshops and discussions around D&I topics and issues, and securing support for the D&I Consortium Committee through the shared governance model.

III. A description of how the institution plans to enhance cultural diversity (if improvement is needed)

We will continue to consolidate and intensify previous efforts, while reserving the option to supplement the current plan with additional goals when appropriate. We will also create new initiatives and update existing ones, aimed at building cultural competency, enhancing equity, and increasing feeling of belongingness on campus. In particular, we will further develop the Office of Institutional Equity (OIE)'s year-long diversity curriculum which guides presentations and discussion around topics such as race, sexual orientation, gender identity, triggers, etc. The OIE will engage in 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 multiple stakeholders, while addressing D&I issues in the most institutionally holistic way possible. A new series of OIE instructor-led trainings geared towards increasing the cultural competence of supervisors has elicited a positive response from participants and will be offered again in the upcoming year.

With the newly inaugurated (Fall 2018) Center for Equity, Justice and Inclusion currently featuring three identity-based centers serving historically underrepresented and marginalized identities, the focus shifts to allocating the other two remaining spaces so that the entirety of the Center can be utilized at maximum capacity. Throughout the year, we hope to further increase the

exposure of the Center by developing resources, programs, and opportunities, while maintaining a close collaboration with Graduate Assistantships for Women, Latinx, and LGBTQ+ folks, as well as other current staff and faculty into its everyday operations.

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, many challenges remain, 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 and marginalized groups, throughout the years, multiple cultural D&I initiatives have been launched with various degrees of success.

Pursuant to the strategic goal as established by the University System of Maryland, Salisbury University will further develop the 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 cannot be the result of wishful thinking, but rather the result of recognizing and adopting best practices as part of the standard operating procedures for recruitment at SU. Equally important, the onboarding process for faculty members from under-represented groups will be further refined, as it is deemed vital to SU's institutional success.

SU's mission statement currently identifies six core values: "excellence, student centeredness, learning, community, civic engagement, and diversity," which could potentially be updated or enhanced as a result of formulating the new Strategic Plan (2020-2025) within the next months. Moreover, the new President (who was just inaugurated on April 10, 2019) has recently shared with the campus community four goals, namely: "affordability, inclusion, stewardship, and community," which will help guide institutional approaches and vision. SU's previous Strategic Plan (2014-2018) defined growing diversity among students, faculty, and staff as a crucial aspect to SU's mission, a value the institution has fully embraced. From all indications, increasing the diversity of students, faculty, and staff is paramount to "Fostering Community," which will undoubtedly remain one of SU's goals.

The two basic premises to guide the enhancement to our efforts recruiting and retaining traditionally underrepresented and marginalized 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 maintain 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 still needs to conduct a comprehensive examination of its hiring practices and specifically its hiring committees. The institution has conducted a careful review to 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 underrepresented 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. The OIE instructor-led supervisory training series can provide an additional tool for department chairs and deans, to help with retention efforts by increasing cultural competence. To that end, the OIE will continue to lead campus efforts to manage D&I, as well as all aspects of the Fair Practices and anti-discrimination law compliance.

IV. A process for reporting campus-based hate crimes

In addition to the long-established process for reporting hate-based crimes, we currently have a "Report a Concern" button hosted on the OIE webpage on the SU website. The information is currently recorded in our cloud-based platform intervention management system. All submissions will be reviewed by the appropriate SU administrators who will determine the adequate way to address each incident. We will also continue to 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 and marginalized.
- Additional full-time, permanent positions to support targeted D&I effort.

To date, Salisbury University has secured the following awards to advance programs and initiatives geared towards increasing and supporting diversity:

1. **US Dept. of Education – TRIO-Achieve SSS** – Project to assist underserved, low-income, first-generation, and students with disabilities to increase academic success and increase graduation rates.
2. **NSF Grant – Research Experiences for Undergraduates (REU)** – The EXERCISE REU program was awarded a 3-year renewal for 2018-2021. EXERCISE REU is an interdisciplinary project that explores emerging paradigms in parallel computing. The project, led by a female minority faculty, has been successful in recruiting underrepresented students and aims to attract more students including those from local HBCUs in the next 3-year phase.
3. **NSF Grant – AGEP Promise Alliance** – Secured further funding for SU’s involvement in the AGEP (Alliance for Graduate Education and the Professoriate), a USM effort to increase faculty diversity.
4. **NSF Grant – NOYCE Scholarship Program** – A \$1.2 million federal program for increasing the number of dual science/math and secondary education students, to address a teacher shortage of secondary teachers with bachelor’s degrees in their field of study. Program will provide funds for tuition and fees that would allow otherwise unfunded students to continue in their study
5. **NEH Grant – Humanities Common Heritage Program** – Funds for the Nabb Center to create a chronicle and digital archive of historical baseball leagues throughout the Eastern Shore.
6. **USIEF Grant** - Part of the US-India Educational Foundation’s 21st Century Knowledge Initiative, which will promote civic engagement among the faculty, students, and community, and use multi-media tools to create interactive documentary films.

STATE AWARDS

7. **Corporation for National Service – AmeriCorps** – Having served the Eastern Shore of Maryland for 20 years, Salisbury University’s ShoreCorps/PALS, a state program funded in part by the Governor’s Office on Service and Volunteerism. ShoreCorps/PALS members meet critical needs in the communities by working with children and youth, as well as increasing the capacity of the service sites. Each year, PALS members serve over 14,000 youth and leveraged over 1,300 volunteers in their communities.
8. **The Social Work Department Title IV-E program** through the Maryland Department of Human Resources provides scholarships to underserved social work students annually. The Title IV-E program has assisted SU students for over ten years and the students agree to participate in child welfare training events and ultimately seek employment in Maryland’s public child welfare programs upon graduation.

9. **Community Health Program – Keep It Safe Sexually** – a program funded by the Maryland Department of Health to broaden the number of students who are aware of safe sexual practices and know their HIV status. In partnership with UMES, this program is led by minority female faculty.
10. **Small Business Development Center (SBDC)** – SBDC Eastern Region receives Maryland State and SBA funding through the University of Maryland College Park SBDC in an effort to assist small business on the Eastern Shore of Maryland. The SBDC program provides many training sessions and one of their additional objectives is to work to help minorities participate in the free enterprise system through government procurement classes offered at SU and Chesapeake. They co-sponsor training classes in an effort to improve minority clients’ success and work with the Maryland Capital Enterprises who provides micro loans to a predominately minority clientele.
11. **The Social Work Department** received funds for Early Childhood Mental Health Consultation (ECMH) and mental health programming in schools from the Maryland State Department of Education for their Early Intervention program.
12. **Lower Shore Childcare Resource Center** received funds from the Maryland State Department of Education for scholarships for child-care providers perusing a bachelor’s in early childhood education. These funds are designed to ensure that child-care providers otherwise unable to attend college are able to receive a degree.

LOCAL/NON-PROFIT/CORPORATION/OTHER AWARDS

13. **Whiting Foundation – Philosophy Fellowship** awarded for a program to bring philosophy to underserved area high school students, to spark a lifelong interest in philosophy.
14. **Office of Cultural Affairs** received partial funding from Mid-Atlantic Arts Foundation for “The Crossing,” “Rene Marie: An Experiment in Truth,” Bridgman Packer Dance,” and “La Patronal;” and from the Salisbury Wicomico Arts Council for the Tibetan Monk Residency and Mandala Creation, bringing experiences from diverse cultures to students.
15. **Community Foundation of the Eastern Shore** – funds for Delmarva Public Radio to broadcast live the 2019 National Folk Festival.

TOWSON UNIVERSITY

2018-2019 Institutional Programs of Cultural Diversity Annual Progress Report
Towson University
April 17, 2019

Point of Contact: Dr. Leah Cox, Vice President of Inclusion & Institutional Equity,
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SUMMARY STATEMENT:

President Kim Schatzel has made a commitment to create a more diverse and inclusive campus which will be achieved through senior leadership and strategic vision for design, promotion, and delivery of best practices in developing inclusive excellence across the campus. This commitment to diversity and inclusivity grounded in respect, hopes to enrich the experiences of our student's faculty and staff. Along with supporting a positive workplace, promote excellence and cultivate the intellectual and personal growth of the entire university community.

"Towson University has a commitment to academic excellence, support for faculty research, research opportunities for students and engagement in the surrounding community." (President, Kim Schatzel)

Creating a more diverse and inclusive campus is one of eight presidential priorities that are linked to and aligned with Towson University's strategic plan. The university produces a Diversity Initiatives Progress Report <https://www.towson.edu/inclusionequity/diversity/diversity-progress.html> along with goals for the upcoming year. The Progress Report summarizes goals established in 2015. This summary statement highlights TU's accomplishments for the 2018-2019 academic year, along with proposed goals for the upcoming academic year.

1. Increasing the tenured and tenured-track underrepresented faculty and retaining them by 10 percent

Hiring

- Continue to review and seek effective institutional outreach resources. Revisions to hiring procedures, search committee trainings and onboarding processes. Dedicating resources to marketing tools for recruitment of underrepresented faculty and staff of color. Providing ongoing support for tenure track faculty
- The Office of the Provost has hired an asst. vice provost for Diversity & Inclusion who will work to identify areas of growth related to faculty searches, hiring, onboarding and retention. Close collaborations with faculty and other administrators across the institution will assist in the development of training, education and new initiatives to increase underrepresented faculty.

Retention

- Diversity initiatives and resources are shared during initial onboarding meetings for faculty. Diversity programs for faculty include, Diversity Faculty Fellows Program, Intergroup Dialogue, Multiculturalism in Action and the National Center for Faculty Development and Diversity (NDFDD) for the upcoming year. Re-develop faculty exit interview processes to increase reporting options and response rates for use in future programming

Evaluation

- Institutional reports will determine the success at the end of the year.
- Exit interviews will assist with changes in processes and support for tenure and tenure track faculty.

Challenges

- The national challenge of identifying and hiring underrepresented individuals in select academic areas. Financial concerns for providing competitive salaries across the national landscape.

2. To ensure that every college or department has one meeting per semester dedicated to cultural competency.

- Each College has a Diversity Action Committee committed to developing and providing annual training and education fall and spring.
- The University has developed two positions focused on educational models and opportunities for cultural competency training.
- The University now has a position that focuses on providing education and training for the institution.
- An institutional focus to provide education and training began in fall of 2018 offering workshops for the university community on a variety of topic related to cultural competency, ally ship and implicit bias.
- Programming for all student organizations focusing on cultural competency began last year
- Revised New Student Orientation that focuses on inclusion, cultural competency and becoming an ally.

Evaluation

- We are currently intentionally devising methods to collect information on trainings and educational opportunities across campus.
- Utilizing evaluation methods, on-line and in person to determine continued needs of the institution.

Challenges

- Meeting the needs of a large constituency with varying needs and levels of understanding.

3. To continue to provide enforcement of university policies on non-discrimination and hate/bias

- The Office of Inclusion and Institutional Equity has worked collaboratively with partners across the campus to respond to and address complaints and reports related to hate/bias.
- Programs focused on ending bias are provided regularly to new employees
- SGA has continuous programming that began in 2016 using the campaign slogan #NotAtTU.

Evaluation

- Number of complaints per year
- Request for workshops and along with written and oral feedback

Challenges

- Helping student navigate the changing landscape, external politics and their understanding of free speech and the universities ability to address bias vs hate.

4. To develop a five-year diversity strategic plan for Towson University

The vice president for Inclusion and Institutional Equity will lead the University in developing a five-year strategic plan to substantially increase diversity in all areas, to promote a campus climate that is fully inclusive, and to ensure that effective systems are in place to create a more equitable TU. The task force will focus on four key areas:

- *What is the climate on campus related to diversity and inclusion and how is it experienced by individuals and members of the community?*
- *What is needed to recruit and retain a more diverse faculty, staff, senior administration and student body?*
- *What measures can be taken to productively provide education as well as prevent insensitivity and discrimination?*
- *How do we further promote a Model of Excellence for Campus Diversity and Inclusion?*

Evaluation

- The plan will develop actionable measurable goals for the University
- The committee will meet yearly to determine progress, need for updates or changes

Challenges

- Ensuring sufficient participation in the campus-wide feedback process (focus groups, interviews, survey completion)

Institutional Progress and Changes

Towson University has begun to change and grow in the last decade. The challenges associated with new leadership, changing demographics, external changes in political ideologies that affect the nation as well as our campuses have created the express need to support all the constituents on our campus in a thoughtful and intentional manner.

With the development of the Office of Inclusion and Institutional Equity and the support of Towson's newest President, the institution has begun to create a new inclusive and equitable climate on campus. This has required new programs, policies, structures, and processes that are not just revised but also implemented. This type of systemic change takes time, resources and methods of trust building. In the next few years with the development of positions, policies, programs and initiatives the University will begin to meet its challenge to become a more inclusive and equitable TU.

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.

Timeline for meeting goal within the diversity plan:

Campus-wide and program-specific recruitment and retention efforts	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
<i>Office of Inclusion and Institutional Equity</i>			
<p>Affinity Groups OIIE supports six faculty/staff groups designed to foster community building, networking, mentoring, and other professional development opportunities for underrepresented populations.</p> <ul style="list-style-type: none"> • <i>Asian Faculty & Staff Association</i> • <i>Black Faculty & Staff Association</i> • <i>Jewish Faculty & Staff Association</i> • <i>Latinx Faculty & Staff Association</i> • <i>LGBTQ+ Faculty & Staff Association</i> 	<ul style="list-style-type: none"> • Participation rates • Self-reported satisfaction with involvement in an affinity group • Evaluation of programs offered by affinity groups 	<ul style="list-style-type: none"> • Each affinity group hosts 4-5 meetings per academic year. • Each affinity group hosts one or more main events for professional and/or personal growth 	<ul style="list-style-type: none"> • Measurement of participation rates • More intentional assessment of affinity group involvement and satisfaction • Evaluating the impact on affinity group participation with retention, advancement, satisfaction

<ul style="list-style-type: none"> • <i>Women Faculty & Staff Association</i> 			
<i>Division of Student Affairs</i>			
<p>SAGE (Students Achieve Goals through Education) SAGE, a peer mentoring program housed in Student Success Programs in the Division of Student Affairs, fosters academic achievement and a sense of belonging primarily for entering first year, underrepresented students.</p> <p>A subset of SAGE students can apply to live together in a Residence Life Learning Community, known as SAGE Community. SAGE Community residents complete a 5-day pre-orientation program and receive specialized support throughout the year.</p>	<p>SAGE Program</p> <ul style="list-style-type: none"> • Participation numbers • Demographic data on participants • Academic performance of SAGE students • Retention and completion rates 	<p>SAGE Program:</p> <ul style="list-style-type: none"> • 395 students (92%) earned cumulative GPA of 2.0 or higher, 2017-2018 • 237 students (55%) earned cumulative GPA of 3.0 or higher, 2017-2018 • 99 students (23%) earned Dean’s List honors, spring 2018 • 35 students (8%) earned cumulative GPA of 2.0 or lower, spring 2018 <p>SAGE students: African-American, 64% Caucasian, 13% Asian American, 5% Latinx, 10% Native American, 6.5%</p> <p>SAGE Community:</p> <ul style="list-style-type: none"> • 52 students (93%) earned cumulative GPA of 2.0 or higher, 2017-2018 • 28 students (50%) earned cumulative GPA of 3.0 or higher, 2017-2018 	<p>SAGE Program</p> <ul style="list-style-type: none"> • Male student participation is a challenge. • SAGE Program staff notices a reduction in mentee participation during the spring semester. <p>SAGE Community</p> <ul style="list-style-type: none"> • SAGE community participants do experience personal conflicts with roommates and/or other community members. • Students voluntarily report grades to the SAGE Community director. A formal reporting process and early warning tool (Student Success Collaborative) will assist SAGE Community staff in assessing classroom performance.

		<ul style="list-style-type: none"> • 14 students (25%) earned Dean's List honors, spring 2018 	
<p>CROP (College Readiness Outreach Program) CROP is an initiative from Student Success Programs in and focuses upon increasing school attendance, academic achievement, and eventual college enrollment or an alternate career choice among ninth grade students attending designated Baltimore City Public High School through outreach and mentoring activities provided by Towson University students and staff. Current TU students serve as mentors and receive ongoing training.</p>	<ul style="list-style-type: none"> • Student participation, retention levels • School participation levels 	<ul style="list-style-type: none"> • CROP mentor participation has increased 112% this year • Carver High School cohort showed a 17% increase in cumulative GPA • Increase of CROP high school students admitted to TU, from 1 (2016-2017) to 8 (2017-2018) 	<p>Need to increase number of students</p> <p>Resource limitations inhibit growth of CROP to additional Baltimore City schools.</p>
<i>Division of Academic Affairs</i>			
<p>Faculty Search Process now includes: Faculty Search Committee Training Materials, national faculty diversity trends, debiasing materials, and revised interview resources.</p>	<ul style="list-style-type: none"> • Faculty members who complete the training, tracked by search committee, department and college 	<p>New Assistant Provost for Diversity & Inclusion vacancy filled in 2019 7 training requests from committees 1 training request from a department</p>	<p>For FY20, continued implementation and offering of the Faculty Search Committee Training Catalogue, given the recent onboarding of the new Assistant Provost for Diversity & Inclusion</p>

Efforts designed to create positive interactions and cultural awareness	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
<i>Office of Inclusion and Institutional Equity</i>			
<p>Courageous Conversations: Creating an Equity Lens for TU A 1-day conference for faculty and staff focused on using and equity lens across the campus. External speakers as well as current faculty and staff provided education and instruction for the various breakout sessions.</p> <p>LGBTQ + Ally Training: TU's Ally Training provides resources, tools and strategies for supporting LGBTQ+ communities. Ally Trainings are year-round and open to TU students, staff and faculty. .</p> <p>Discrimination and Implicit Bias Training. Faculty and staff training to understand bias, microaggressions and the impact upon all that we do at our institutions.</p>	<ul style="list-style-type: none"> • Conference attendance rates • Attendee feedback from conference evaluation surveys <ul style="list-style-type: none"> • Training attendance rates • Attendee feedback from conference evaluation surveys <p>Evaluations Feedback Attendance</p>	<p>Over 280 faculty and staff attended the all-day conference. Written/ digital evaluations were provided to participants. Multiple departments have requested continued training to improve teaching, advising and curricular changes.</p> <p>500 members of the TU community have received ally training in the past 6 months. The number of requests for trainings has increased.</p> <p>All members of the President’s Cabinet have completed training. Multiple units across campus have received training.</p>	<p>Increase numbers of participants</p> <p>Have determined the need for multiple levels of trainings dependent upon the audience. Determine a strategic model to disseminate across the campus. Increase numbers of recipients. Determine multiple methods of information dissemination</p>

<p>Cultural Competency Education and Training OIIIE offers a menu of trainings available to faculty, staff and students on key diversity, inclusion, and equity topics.</p> <p>Inclusive Leadership Institute The <i>President's Inclusive Leadership Institute</i> is professional development program designed to provide the opportunity for selected staff to develop leadership skills through a diverse and inclusive lens, evaluate the success and impact of cross-institutional initiatives, and to help prepare for future leadership roles.</p>	<p>Surveys during and at the conclusion of the institute. Presentation of a group case, which explores diversity, inclusion, equity and/or social justice.</p>	<p>The program request has increased. Now created train the trainer to facilitate demands.</p> <p>Surveys during and at the conclusion of the institute. Presentation of a group case, which explores diversity, inclusion, equity and/or social justice.</p>	<p>Increase the representation of men of color. Refine outreach plans for underrepresentation. Implement surveys for every session.</p>
<i>Division of Student Affairs</i>			
<p>Center for Student Diversity (CSD) provides advocacy and support for underrepresented and marginalized populations and creates welcoming, inclusive campus environments.</p>	<ul style="list-style-type: none"> • Conference attendance rates • Attendee feedback from conference evaluation surveys 	<p>Set It Off: 2000 students, fall 2018 Retreat for Social Justice: 88 students (fall 2018), Diversity Speaker Series: 246 students, fall 2018 TBD, spring 2019</p>	<ul style="list-style-type: none"> • Providing consistent 1:1 advising support and follow up for the growing number of multicultural student organizations directly advised through the CSD.

<p>Set It Off: orientation event connecting new students to campus resources</p> <p>Retreat for Social Justice: 3-day student retreat</p> <p>Diversity Speaker Series: once-a-semester public talk from a high-profile, public intellectual</p> <p>Dr. Martin Luther King, Jr. Celebration</p> <p>Cultural Competency Workshop Series: annual series of eight public trainings on variety of topics</p> <p>Shut It Down: end-of-year community-building social program</p>		<p>Dr. Martin Luther King, Jr. Celebration: 300 attendees, 2019</p> <p>Cultural Competency Workshop Series: 110 attendees through March 2019</p> <p>Shut It Down: TBD, May 2019</p>	<ul style="list-style-type: none"> • CSD continues to struggle with lower visibility as a resource to students, staff, and faculty on campus. • The Assistant Director for Latinx Student Development and Diversity position continues to be vacant, leading to diminished capacity to provide programming and support for Latinx and undocumented students. • Supporting Asian, Pacific Islander, and Desi American Student Development Programs remains a challenge without a fulltime staff position dedicated to this population.
<p>CEEP (Community Enrichment & Enhancement Partnership) award, managed by Student Success Programs, is designed to increase access and success of culturally diverse and traditionally under-represented undergraduate students. CEEP (pronounced KEEP) resources focus upon retaining students through exposure to academic</p>	<ul style="list-style-type: none"> • Participation numbers • Demographic data on participants • Academic performance of CEEP scholars • Retention and completion rates 	<ul style="list-style-type: none"> • 106 students (92%) earned cumulative GPA of 2.5 or higher, 2017-2018 • 32 students (15%) earned Dean’s List honors, spring 2018 • 17 students (15%) graduated, spring 2018 <p>CEEP scholars: African-American, 65%</p>	<ul style="list-style-type: none"> • The goal is to increase male recipient participation to 40%. • Additional funding would provide financial support for CEEP eligible students not receiving CEEP aid.

<p>resources, academic success strategies, diverse cultural presentations, participation in student organizations, interaction with faculty and staff, and exploring graduate and career development options.</p>		<p>Caucasian, 3% Asian American, 9% Latinx, 18% Native American, 4% Biracial, 1%</p>	
<i>Division of Academic Affairs</i>			
<p>The College of Liberal Arts hosted the International Film Festival in April 2019. This year’s theme, Indigenous Language from Africa and the Americas</p> <p>Voice of Baltimore: Life Under Segregation is a film created TU faculty Morna Mcdermott and Gary Homana and its premiere was held in Stephens Hall.</p> <p>The Cook Library hosted the annual Human Library, which challenges stereotypes through respectful conversations.</p> <p>COFAC Exhibition: Mastering Infinite Strength: Asia’s Martial Arts. Korean, Japanese, and Chinese Martial Arts</p>	<p>Participation numbers</p> <p>Participation numbers Scheduled showings outside TU</p> <p>Participation, volunteer, and attendance numbers</p>	<p>Continuous attention to the needs of inter</p> <p>35 volunteer “human books” participated, fall 2018</p>	<p>Increase participation thru intentional marketing</p> <p>Determine next exhibit. Provide more support</p>

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.

Towson University (TU) utilizes an online incident report 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 (and record the category of prejudice) 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).

Confidential and anonymous reports are accepted. While second hand reports are inherently unreliable and are difficult to verify, such reports are also accepted.

Certain individuals, specifically pastoral and professional counselors, are exempt 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

Towson University: Diversity Initiatives Progress Report (attached)

Diversity Initiatives Progress Report

In November 2015, a group of students and administrators agreed that the university would work toward the following 12 goals, many of which were already aligned with the university's strategic goals for diversity and inclusion. Here, you can track the university's progress.

1. Increasing the tenured and tenure-track black faculty and retaining them by 10 percent by 2018.

Status: ON TRACK

HIRING

We have 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.

We are 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. We have 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.

We have 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.

We are 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.

We are 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

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 [Office of Inclusion and Institutional Equity](#) now has a University-wide Coordinator of Diversity Training and Initiatives.

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, vendoring, 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

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 current Provost Fellow for Diversity and Inclusion is Gilda Martinez-Alba.

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.

Over the summer, Housing & Residence Life partnered with the Center for Student Diversity to provide development in diversity for professional and resident assistant staff.

Over the summer, orientation leaders were trained to facilitate discussions on inclusion.

During summer orientation, all first-year students participated in an orientation program that addressed stereotypes and hidden bias.

Over the summer, 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.

We 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 \(PDF\)](#) 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, IISM, etc.)

CC11, CC12.

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.

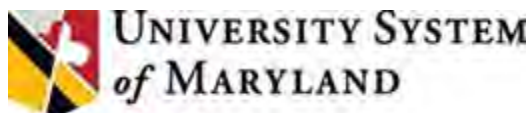
UNIVERSITY OF BALTIMORE



2018-2019

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY
ANNUAL PROGRESS REPORT

SUBMITTED TO



DATE SUBMITTED: APRIL 17, 2019

POINT OF CONTACT: DARLENE BRANNIGAN SMITH, PH.D.
EXECUTIVE VICE PRESIDENT AND PROVOST

Section I: Summary Statement

Diversity encompasses many ideals at the University of Baltimore (UB) such as race, ethnicity, religious affiliation, sexual orientation, gender identity, disability, foreign nationality, economic status, and non-traditional students. The University embraces the challenges of multi-culturalism and inclusion in its academic and co-curricular programming, enrollment processes, retention initiatives, and hiring decisions. The University of Baltimore values a multicultural and global campus community that encourages the development of intercultural skills and competencies which are all essential to living and working in today's world.

The University of Baltimore's Institutional Plan for Cultural Diversity is aligned with the strategic plan, Re-imagining UB 2018-23. Our diversity plan goals are centered on our values of respect, inclusion, equity, community, and excellence. The plan's strategies are designed to raise awareness, sensitivity, and create a sense of appreciation for UB's diverse community. UB's objective is to cultivate a diverse, equitable, and inclusive climate. The sixth goal of the strategic 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."

The plan emphasizes the following: 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 developing the process for reporting hate crimes.

To support this objective, five goals have been established:

- 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.
- Recruit, employ, and retain a diverse faculty.
- Recruit and retain a diverse workforce and ensure that UB's staff profile reflects the diversity of Maryland's demographics.
- 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.
- Build upon existing partnerships and create new partnerships that enhance the University's commitment to and work with diverse populations.

Our implementation strategies for meeting these goals can be found in the Institutional Plan for Cultural Diversity located in the Appendix. Below is a brief overview of our progress.

- The Admissions Office has continued to seek ways in which to recruit students of diverse backgrounds. To increase diversity particularly in the Latinx population, the Admissions Office will hire a Latinx/Diversity Admission Counselor. It is anticipated to have that person on board in late spring 2019.
- The University continues to offer the Featherstone scholarships. Featherstone Scholarships are the result of a partnership between the [William & Lanaea C. Featherstone Foundation](#) and the Consular Section of the Mexican Embassy in Washington, D.C. The \$20,000 fund is intended to increase Baltimore's Latino college enrollment and promote higher education. This fall, 10

Latino students will receive scholarships.

- Diversity courses have been revamped or added to curriculum in the College of Arts and Sciences (CAS), College of Public Affairs (CPA), and Merrick School of Business (MSB). Course topics include managing diversity, politics and race, global health, race/ethnicity, gender issues in Criminal Justice, game design, oral communication, and debate. Courses are reviewed to ensure that the course or program has met the program Student Learning Outcomes (SLOs).
- Campus wide efforts to create positive interactions and inclusion awareness among students, faculty, and staff were offered during AY 2018-2019. Programs and events included sponsored lectures, speaker series, collaborations, and partnerships. One example of a collaborative effort was the National Endowment for the Arts (NEA) Big Read grant, which provided funding to engage the community around a book selection. The book *Citizen, An American Lyric* by Claudia Rankin was selected. These events provided opportunities to learn more about diversity and inclusion, multiple courses, colleges, and departments participated in grant activities.
- Expansion of dual enrollments for Baltimore City high school students through USM B-Power Initiative. Increase in participation of Baltimore city high school *students* from 63 (2017) to 237 (2018). And, as a result, 244 students registered for a 3 credit dual enrollment course, a two-fold increase from 2017 (111).
- The College of Arts and Sciences (CAS) graduation requirement in Global Awareness and Diverse Perspectives will continue to offer Global Awareness and Diverse Perspectives certified courses. Outcomes will be assessed as part of a graduation requirement five year cycle.
- The Fannie Angelos Program selects eight Baltimore Scholars from HBCUs to attend the UB School of Law with full tuition. 45 Fannie Angelos scholars are currently at UB and 8 were selected for the 2019 Baltimore Scholars Program. The outcome has been increased diversity in the law school from 33% in 2017 to 41% in 2018.

Implementation of the Institutional Plan for Cultural Diversity began in AY 2018-2019 with the appointment of the University's Culture and Diversity committee. The Committee led by the Director of the Diversity and Culture Center (DCC) is comprised of faculty, students, and staff from UB's shared governance groups. The Committee's primary focus for 2018-2019 has been to review the diversity plan and in consultation with senior leadership and the campus community to establish annual priorities from this plan. The Committee has worked with senior leadership to prioritize implementation of the plan. In 2019-2020, the Committee will recommend the following strategies are priorities:

- Build and maintain an infrastructure that supports and promotes inclusion;
- Plan to design and conduct periodic campus-wide climate surveys (faculty, staff, and students) to frame and direct future action on diversity and inclusion;
- Develop quantitative and qualitative metrics to gain a better understanding of diversity and inclusion at UB;
- Initiate cultural competence training for faculty, students, and staff;
- Collaborate with the Human Resources office to recruit, hire and retain a diverse faculty and staff by developing a faculty and staff recruitment and retention plan; and
- Support academic units in the continued development of curriculum and service that addresses issues of diversity, equity, and inclusion.

Implementation of the plan will continue through AY 2022-23.

Section I - Table 1: Reporting of Institutional Goal 1

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.

Table 1

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
Elevate the profile of The Bob Parsons Veterans Center to both current and prospective students. Partner with Admissions to establish contact with military-affiliated students during the admissions process. Develop marketing vehicles (i.e., Be YOU at UB success stories) that can be targeted to audiences at local military institutions.	Increase in military-affiliated applications. Increase in military-affiliated matriculations. Continue to increase graduation rates. Increase in the number of website hits.	The military population continues to grow and thrive at UB. Although the overall number of military-affiliated students remained steady at about 360 from Spring 2018 to Spring 2019, the number of military graduates rose from 62 to 82 from Spring 2018 to Spring 2019. This represents a 32% increase in the number of military graduates over the past year.	Enhance relevant and beneficial programming that attracts new students to the Center. Collaborate with Admissions and Marketing to target military-related students at local military institutions.

Hire a Latinx/Diversity Admissions Counselor to assist with outreach for the growing city and regional Hispanic and Asian populations.	Increase outreach to Hispanic Students.	Hispanic students represent 4% of UB's current student population.	Expand outreach to both Latinx and Asian enrollment by increasing community college outreach.
Charles Hamilton Houston Scholars Program that helps under-represented college students develop academic skills.	Increase diversity of students coming from college pipeline to law school.	Data collected via surveys conducted by the Schaefer Center for Public Policy established an increased interest in attending law school after completion of the program (data collection in progress).	Assess retention rates of students in program.
Fannie Angelos' Program	Increase law school diversity.	45 Fannie Angelos scholars are currently at UB; 8 selected for 2019 Baltimore Scholars Program; Assisted in increasing diversity in the law school from 33% in 2017 to 41% in 2018.	Assess retention rates of students in the Baltimore Scholars Program.
Expand dual enrollments for Baltimore City high school students through USM B-Power Initiative.	Increase the number of city students in College Readiness Academy in Fall 2018; Increase the number of city students registered for dual enrollments in spring 2019.	237 city students participated in the College Readiness Academy (81% completed/passed). 244 students registered for 3 credit dual enrollment course in 2018-2019 (up from 195 in 2017-2018).	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.	21 new activities were added in 2018-19; Urban Alliance Fun Day, B.E.S.T. network meeting, Greater Baltimore Urban League/Fannie Mae workshop, BCPS FAFSA kickoff, Building STEPS info session, BCPS FAFSA Forward workshop, Code in the Schools College Choice workshop, Faculty Recruitment Fair with BCCC, BCPS FAFSA Forward workshop, BCPS FAFSA Forward workshop, Lyric Opera House College Day for middle school students, Code in the Schools info session, Urban Alliance training session, National	Increase freshmen enrollments from Baltimore City high schools.

		Academic League competition, Code in the Schools Hackathon, Greater Baltimore Urban League/Fannie Mae workshop, BLSYW 10 th Grade Sisterhood Experience, BLSYW film screening, Urban Alliance partnership breakfast, Junior Achievement Entrepreneurship showcase, BLSYW Senior Awards Ceremony	
Enhance the Title IX sexual misconduct online training for all students, staff, and faculty.	<p>The number of students that complete training.</p> <p>A state-mandated biennial sexual assault climate survey of all students.</p> <p>Staff and faculty completion of mandatory biennial training.</p>	Mandated training of currently enrolled UB students is now complete. Training is now focused solely on the incoming student population with all students required to take the training in order to register for classes with minimal exceptions. The next cycle of staff and faculty training is expected to launch the week of April 1, 2019, in keeping with UB's biennial training schedule.	Continuous enforcement of training requirement through student registration holds and messaging. Analyze with special attention student survey demographic data to inform future activities, initiatives and outreach.
Enhance faculty recruitment, selection and hiring process to identify and confirm candidate pool diversity and representation.	<p>Number and/or percentage of candidate representation.</p> <p>Number of diverse search committee members and hiring authorities.</p>	5 years of trend data has been collected. Progress is dependent upon volume of faculty recruitment.	<p>Design and deliver search committee training on managing bias.</p> <p>Assessment of selection process.</p>

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: 2018-2023			
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 the U.S. Dept. of Ed. Second Chance Pell Grant Experimental Sites Initiative. Classes are offered at Jessup Correctional Facility.	Evaluate with SLOs for courses; students' satisfactory progress in program; number of students offered parole and taking classes on campus.	Continuous review of course assessment data (ongoing); the current cohort of Second Chance Program students have an average GPA of 3.5; a total of 63 students have been served in this program and 30 have made it into The Helen P Denit Honors Program.	Review of student grades and student reentry has more extensive tutoring support for students in math and other classes; enhanced career services offerings.
Vital Signs 16, a 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.
Laws of the United States (LOTUS) - The School of Law offers an LLM in the Laws of the United States for foreign trained lawyers.	Increase enrollment in this program.	16 LLM enrolled for the Fall 2019 entering class; This year's students represent 11 different countries.	Continue the development of LLM-US policy and better align with JD program.

<p>This Fannie Angelos LSAT Prep Program is also outlined in Goal 1 and addressed both Goals 1 and 2. This program provides a LSAT Prep Program that is open to selected USM institutions. Participants receive a \$1399 grant towards a 16-week Princeton Review "LSAT Ultimate" course.</p>	<p>LSAT success rates; Law school admission rates; Law school graduation rates.</p>	<p>103 students have been admitted to law schools across the U.S. 43 students currently enrolled in law schools across the country; 26 at the University of Baltimore. 43 students have graduated from law schools across the U.S; 22 are members of the Maryland Bar.</p>	<p>Increase recruitment and enrollment in LSAT prep course; overall success of LSAT scores. Expand sites.</p>
<p>The Human Trafficking Prevention Project is a clinical law project housed within the School of Law's Civil Advocacy Clinic. Project focus is reducing the collateral consequences of criminal justice involvement for survivors of human trafficking.</p>	<p>Evaluated with SLOs for course; Number of clients served; and services performed.</p>	<p>Course assessment data (review in progress); Success in assisting client(s).</p>	<p>Expand outreach and representation for survivors.</p>
<p>CFCC's Truancy Court Program (TCP) - early intervention addressing root causes of truancy.</p>	<p>172 Students from 5 schools</p>	<p>98% students showed improvement in attendance</p>	<p>Refine training and support for program.</p>
<p>LAW 570 BALTIMORE SCHOLARS PROGRAM - This course is limited to the eight undergraduate students who have been selected to participate in the Baltimore Scholars Program.</p>	<p>Evaluated with SLOs for course.</p>	<p>Course assessment data; acceptance into law school.</p>	<p>Incorporate assessment data and information to refine and enhance course.</p>
<p>The Diversity and Culture Center hosted several cultural outing trips to Washington, D.C. and Maryland's Eastern Shore. Trips included visits to the Holocaust Museum, Harriet Tubman Underground Railroad Museum, and the National Museum of African American History and Culture.</p>	<p>Attendance data</p>	<p>52 students participated in these events. Post event dialogue among participants and positive program evaluations.</p>	<p>Increase faculty participation and invite to post program discussions; increased marketing of programs.</p>
<p>The NEA Big Read focused on Claudia Rankine's 2014 book of poetry, <i>Citizen: An American Lyric</i>. Big Read activities took place on campus.</p>	<p>Attendance data</p>	<p>Approximately 419 students, faculty, staff attended campus wide events.</p>	<p>Increase UB student involvement.</p>

Diversity and Culture Center coordinated Black History Month programming on campus.	Attendance data	Baltimore Rising: Film Viewing and Discussion- 96 attended Voices: A People's History of the United States- 25 attended The Daphne Muse Letters Collection: Correspondence Documenting Black History and Culture across the Diaspora (1898-2019) - 125 attended.	Increase program opportunities offered throughout the semester.
The Diversity and Culture Center 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; 10 new students, faculty, and staff trained as allies.	Plan and implement a train-the trainer workshop to increase the number of trainers and trainings.
A Training and Organizational Development professional was hired in the Office of Human Resources to develop mandatory training curriculum and offerings related to managing bias, increasing cultural competency, and developing cross cultural communication.	Number of faculty, staff and leadership completing trainings.	Surveys on cultural competence have been conducted.	Refine and add to training program.
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	Student Participation; Assessment of learning outcomes	The Poor People's Campaign class won the Network of Schools of Public Policy, Affairs and Administration (NASPAA) national Social Equity Award for 2018	Consideration for additional course offerings.
College of Public Affairs Community Engagement Fellows	Number of students participating; Satisfaction of students and sponsoring agencies; placement of students	Placement of students in different community organizations; increase from 5 to 6 cohorts	Development of sustainability for the program.
The Hoffberger Center hosted two Town hall programs entitled "Speak Up" in which students of African American, Asian American, Hispanic and Middle Eastern	Attendance of 120+ at each event	Feedback from participants	Review evaluations, make program revisions as needed.

descent shared their views about their lives at UB from their culturally diverse perspectives.			
Merrick School of Business Global Field Studies – Thailand (Jan 2019); London (March 2019); Finland (May 2019), Berlin International Summer School Exchange Program (Summer 2019).	Participation, case studies and learning outcomes. Collaboration with partner schools.	MSB students in Thailand (4 undergraduate students, 14 graduate students); London (13 undergrads, 7 grads); Finland (5 undergrads, 9 grads) worked with partners to address real business challenges	Continue to expand collaboration with partner schools, focus on solving business challenges in a global context.
Developed extensive curricula on cultural diversity in CMAT 303 (Oral Communication in Business) and CMAT 320 (Argumentation, Debate, and Society). Topics included diversity in the workplace, micro-aggressions, and techniques for choosing language that is appropriate for a diverse workplace.	Student Learning Outcomes (SLO) assessment	Course assessment data	Review by faculty and adjust as needed to meet SLOs.
Counseling Psychology Master’s program is founded on a curriculum emphasizing multicultural education and social justice advocacy with 28+ master’s courses requiring that students use a diversity lens in their work and including cultural immersion experiences.	Student performance measures; Student Learning Objective (SLO) measures	Student performance measures; SLO measures	Implement “closing the loop” strategies based on assessment data.
Speaker Event: The Daphne Muse Letters Collection: Correspondence Documenting Black History and Culture across the Diaspora (1898-2019). Collaborative program included CAS, Hoffberger Center, DCC, History Club	Attendance	Attendance outcomes- 125 participants.	Review and revise based on program evaluations
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 (in progress).	Working on outreach to potential participants.
Work in the College of Arts and Sciences User Research Lab to support voting in low-literacy populations (in progress).	Number of academic publications and technical reports.	Academic publications and technical reports (in progress).	Pursuing avenues for continued funding.

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 (in progress).	Continued financial support for recruitment of students.
Research on digital perseveration of cultural heritage sites and artifacts in Southern Asia.	Number of external grants obtained.	Assessment of external grants obtained (in progress)	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 (in progress).	Implement 'closing the loop' strategies based on assessment data.
General Education Council assessment of Global Awareness and Diverse Perspectives graduation requirement area.	Number of courses meeting area requirement	24 - representing each undergraduate major program (scheduled for evaluation in May 2019)	Implement 'closing the loop' strategies based on assessment data.
Bank of America Center for Excellence in Learning, Teaching, and Technology (CELTT) hosted a Culturally-Responsive Teaching train-the-trainer workshop.	Attendance at event; Number of follow-up events; and Attendance at follow-up events.	24 attendees 18 programs planned so far	Increase collaboration, program development and implementation.
The Merrick School of Business hosted speakers and lectures which focused on diversity; including a book talk and signing by Chris Wilson, author of <i>The Master Plan, My Journey for Life in Prison to a Life of Purpose</i> and Arnold Williams lecture, <i>Lessons from Legends</i> .	Attendance data	Participant Feedback (in progress)	Review feedback and make revisions as necessary
Special Topics Course: CNCM 620 International Migration and Human Security	Achievement of learning outcomes	18 graduate students met weekly to explore topics of migration and human security (i.e., food security etc.)	This is a second offering of the course. Possibly adding the course to the permanent curriculum.
Special Topics Course: Fundamentals of Social Policy Class offered as both Undergraduate (Government and Public Policy) and Graduate Course in Public Administration	Participation, learning outcomes	21 students from both graduate and undergraduate programs are currently enrolled in the class. (Spring 2019)	Information will be gathered relative to possible future offerings of this class.

GVPP 410 Politics and Race Course	Participation, learning outcomes	30 undergraduate students currently enrolled (Spring 2019)	Developing course under Full Time rather than adjunct instructor
HSER 410: Ethics and Empathy for Public Servants Course	Participation, achievement of student learning outcomes	15 students enrolled in Fall 2018	Review by faculty and adjustment as needed to meet class and program SLOs
CRJU 633: Race/Ethnicity and Gender Issues in Criminal Justice Course	Participation, achievement of student learning outcomes	16 students enrolled in Spring 2019	Review by faculty and adjustment as needed to meet class and program SLOs
HSMG 660 Comparative Global Health Course	Participation, achievement of student learning outcomes	10 students enrolled in Fall 2018	Review by faculty and adjustment as needed to meet class and program SLOs
CNCM 740: Ethnic and Cultural Factors Course	Participation, student learning outcomes	21 students enrolled in Fall 2018; 8 in spring 2019	Review by faculty and adjustment as needed to meet class and program SLOs
HSER 320: Gender and the Work Environment Course	Participation, achievement of student learning outcomes	30 students enrolled in Spring 2019	Review by faculty and adjustment as needed to meet class and program SLOs
The College of Public Affairs sponsored the Forum of Black Public Administrators Meeting fall 2018 and the Open Society Institute Conversations about Race Events	Participation	Participant Feedback (in progress)	Provide additional events
Schaefer Center Program: Maryland Equity and Inclusion Leadership Program	Satisfaction of students and organizations	33 participants	Relatively new initiative; assessment in progress
Schaefer Center Program: Baltimore Faith-Based Development Certificate Program	Satisfaction of students and organizations	Organizational progress in development: 12 participants representing 6 organizations	Currently ongoing

Section I: Progress Report - Goal 3

Goal 3: Process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery.

Hate incidents/crimes at the University of Baltimore (UB) are reported directly to the University of Baltimore Police Department (UBPD). Based upon UBPD policy, these incidents/crimes are investigated by UBPD and reported to the proper agencies. The UB student code of conduct does not specifically address hate crimes. Therefore, there are no student conduct cases that would be considered hate-related. To date, there have been no hate-crime incidents reported and one (1) bias-motivated incident reported for AY 2018-2019.

Section II: Appendix – Institutional Plan for Cultural Diversity

UNIVERSITY OF BALTIMORE

BUILDING ON A STRONG FOUNDATION: A STRATEGY FOR ENHANCING UB’S LEADERSHIP IN DIVERSITY AND INCLUSION FY 2019 – FY 2023

This diversity plan, 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 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.

UNIVERSITY DIVERSITY GOALS AND STRATEGIES

Implementation of the plan began 2018-19 and will continue 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](#)¹ 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.

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.

¹ 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.

- 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.

<p>Goal 2: Recruit, employ, and retain a diverse faculty.</p>
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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.

Strategy 4: 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.
- 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.

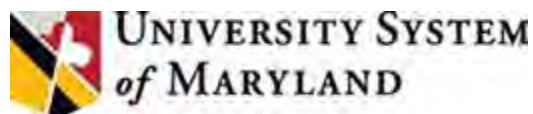
Strategy 1: Work to develop opportunities for alumni to contribute in multiple ways to increase access, cultivate a culture of inclusive learning, support systemic transformation, and strengthen relationships with alumni from underrepresented groups.

- 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.

**UNIVERSITY OF MARYLAND,
BALTIMORE**



2018-2019

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT TEMPLATE

Institution: University of Maryland, Baltimore

Date Submitted: April 17, 2019

Point(s) of Contact (names and email addresses): Karen D. Matthews, Karen.matthews@umaryland.edu or Gregory Spengler, gspengler@umaryland.edu

<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: <u>Varied, but many of the goals tie back to the 2017-2021 Strategic Planning cycle for UMB.</u></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/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
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).	<ul style="list-style-type: none"> • Create a formal exchange program 	<ul style="list-style-type: none"> • Obtained donor funding to create joint legal clinic with Chancellor College of Law in Malawi • Created “GLOBALtime” Fellowship Program” to support curricular innovation with 10 Fellows on campus. 	Fellows will create opportunities for individuals on campus to gain global literacy without traveling abroad.
Developing strategic partnerships with universities abroad (Academic Affairs).	<ul style="list-style-type: none"> • Create formal relationship with university/universities abroad 	<ul style="list-style-type: none"> • Relationships established with Coventry University, Haifa University in Israel, University of Gambia, and University of Malawi Chancellor College of Law, and others. • Created Global Health Innovation Post Baccalaureate Certificate with Graduate School in Costa Rica. 	

Attend conferences and recruitment fairs focused on recruiting traditionally underrepresented groups interested in careers in law (Carey School of Law or CSL).	<ul style="list-style-type: none"> # of fairs attended 	<ul style="list-style-type: none"> 10 	
Host single-day pipeline events in the Baltimore Metro area (CSL).	<ul style="list-style-type: none"> # of events organized 	<ul style="list-style-type: none"> 4 	
Coordinate with partners to host events promoting law careers to traditional underrepresented populations (e.g., Hispanic National Bar Association's Summer Camp, Baltimore City Teen Court, Baltimore City Urban Debate League, Law Links Law & Leadership Institute). (CSL)	<ul style="list-style-type: none"> # of events 	<ul style="list-style-type: none"> 8 	
The SNDA and the PreDental Society at UMBC, participated in Generation NexT mentoring program (School of Dentistry or SOD).	<ul style="list-style-type: none"> # of program applicants as a result of the program 	No data to report at this time	Tracking program participants to learn where they enroll
SOD participated in annual presentation to the Meyerhoff Scholars at UMBC (SOD).	<ul style="list-style-type: none"> # of program applicants Amount of current underrepresented minorities in SOD in comparison to other dental programs 	UMB is outpacing other dental programs by 5%	Tracking program participants to learn where they ultimately enroll for school
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 (SOD)	<ul style="list-style-type: none"> # of participants # of program applicants Amount of current underrepresented minorities in SOD in comparison to other dental programs 	<ul style="list-style-type: none"> 75 – 100 participants UMB is outpacing other dental programs by 5% 	Tracking program participants to learn where they ultimately enroll for school
Attended the annual Increasing Diversity in Dentistry (IDIN) Fair at Morehouse College. First year attending - information presented to 3 rd and 4 th year college students, post-baccalaureate students, and students enrolled in MS programs (SOD).	<ul style="list-style-type: none"> # of program applicants Amount of current underrepresented minorities in SOD in comparison to other dental programs 		SOD was unable to attend last year but will be attending this year.
SNDA and UMBC hosted the Upward Bound Mini Impressions Day and presented on real health topics to high school students (SOD).	# of program applicants as a result of the program	Impact will remain unknown for 4 – 8 years	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 (SOD).	<ul style="list-style-type: none"> # of program applicants as a result of the program 	Impact will remain unknown for 8+ years	Offer academic mentoring to middle school students thru and college
Attended the PreDental recruitment event at the National Dental Association Convention (SOD)	<ul style="list-style-type: none"> # of program applicants as a result of the program 	UMB is outpacing other dental programs	Tracking the people that visited the event to

			see where they ultimately enrolled for school
Sponsored a group of middle school students involved in UMB summer camp to expose them to dentistry which included hands on projects (SOD).	<ul style="list-style-type: none"> # of program applicants as a result of the program 	<ul style="list-style-type: none"> Impact unknown for 8+ years 20 7th grade students visit for 1 week in summer 	Offer academic mentoring through high school and college
Programs and services offered through the Meyerhoff Scholars Program (School of Medicine or SOM).	# of recruitment activities including campus visits at UMB and to UMBC	Consistent # of recruitment activities including campus visits at UMB and to UMBC	<ul style="list-style-type: none"> Increase # of campus visits at UMB and UMBC Increase matriculation of Meyerhoff scholars
Programs and services offered through University of Maryland Scholars (SOM).	# of UM Scholars graduates	Increasing # of UM Scholars graduates	Increase # of UM Scholars graduates continuing to SOM
Programs and services offered through the BUILD/ASCEND mentoring program out of Morgan State University to increase diversity in Biomedical Research Workforce (SOM).	# of interactions with BUILD/ASCEND scholars	Consistent # of interactions with BUILD/ASCEND scholars	Increase # of interactions with BUILD/ASCEND scholars
Programs offered through Continuing Umbrella of Research Experience (CURE) Scholars Program for 6-12 grade students in West Baltimore for competitive and rewarding research, STEM, health care career opportunities (SOM).	# of CURE scholar graduates	Growing # of CURE scholar graduates	Increase # of CURE scholar graduates matriculating to SOM
Programs and services offered through the Congressman Elijah Cummings' Baltimore Science Internship Program (BSIP) (SOM).	# of BSIP scholar graduates	Increasing # of BSIP scholar graduates	Increase # of BSIP graduates matriculating to UM SOM
Programs and services offered through the Post-Baccalaureate Research Education Program (PREP) (SOM).	# of PREP scholar graduates	Increasing # of PREP scholar graduates	Increase # of PREP graduates matriculating to SOM
Programs and services offered through the Bridges to the Doctorate program (SOM).	# of Bridges to Doctorate scholar graduates	Increasing # of Bridges to Doctorate graduates	Increase # of Bridges to Doctorate graduates matriculating to UM SOM
Programs and services offered through the Nathan Schnapper Intern Program (NSIP) (SOM).	# of NSIP graduates	Increasing # of NSIP graduates	Increase # of NSIP graduates matriculating to UM SOM
Increased recruitment efforts of graduate students from traditionally underrepresented populations since 2017 through targeted recruitment efforts at	Increased student enrollment from historically underrepresented groups in masters/doctoral programs.	Given that new efforts were made this past recruitment cycle, 2018-2019 academic year, We have	

minority-serving institutions and organizations (School of Nursing or SON).		seen a 3.26 % increase in our enrollments of student of color.	
Advertising position vacancies in diversity publications including Insight into Diversity, DiverseEducation.com, Maryland Workforce Exchange (SON).	% change of underrepresented minorities in full time professor positions over the past three years	We have seen consistency in the increase in the # of underrepresented minorities in full-time professional positions over the past three years, which was 6% when last reported	Continue to strengthen our diversity recruitment efforts for faculty recruitment
Developing clear career paths for staff (SON).	% of promotions	Progress data to be determined, once new HR director position established	Continue to strengthen efforts to promote clear career paths for staff
Enhanced PharmD student recruitment at NACAC events, National Hispanic College Fair events, HBCU college fairs, etc. (School of Pharmacy or SOP)	URM enrollment	13% increase in P1 student enrollment for African American and Hispanic students	Resources for student retention efforts
Recruit diverse graduate students and provide effective mentoring and support to ensure their retention and degree completion (SOP).	<ul style="list-style-type: none"> • # Meyerhoff Fellows • Other awards 	<ul style="list-style-type: none"> • Since 2015 - 10 Meyerhoff Fellows enrolled & 1st PhD completed in 2018 • NIH Diversity Supplement • Carl Storm Minority Travel award • CBI Fellowship • NIH F31 Diversity award • Poster award & Travel award • Department Merit award 	
Expanded educational pipelines for K-12 under-represented students (e.g., school's Bridge to Academic Excellence (ABAE), NSF's CAREER Program, & University CURE Program) (SOP).	<ul style="list-style-type: none"> • Type of activity • # of scholars 	<ul style="list-style-type: none"> • ABAE / 110 students • NSF CAREER Program/4. • UMB Cures Host /3 	Longitudinal tracking system, with local schools to access impact
Secured new global advanced pharmacy practice experiences (APPEs) for students to gain experience with diverse patient populations (SOP).	<ul style="list-style-type: none"> • # of sites • # of students 	<ul style="list-style-type: none"> • 8 APPE Sites • 104 Students experiences 	
Deployed module in CORE ELMS online rotation management system to capture preceptor demographics (SOP).	<ul style="list-style-type: none"> • Increase among various URM preceptors 	<ul style="list-style-type: none"> • Successful deployment of module for new preceptors 	
Facilitate student organizations that bring together diverse groups for mentoring, co-curricular, research, and service activities (SOP).	<ul style="list-style-type: none"> • # & type of events 	<ul style="list-style-type: none"> • Puerto Rico Hurricane relief fundraising • Global Health Brigades to Malawi and Honduras 	Need additional administrative support to continue data management and analysis

		<ul style="list-style-type: none"> • Interprofessional Student Learning & Service Initiatives • Special Conversations on poverty, religion freedom, and social equity. 	
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Goal 2: Use the table to share how you are creating positive interactions and cultural awareness among students, faculty, and staff on campus. Bulleted, succinct descriptions of major initiatives and strategies are ideal; additional narrative is not necessary.

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.			
Timeline for meeting goal within the diversity plan: <u>All goals have completion dates within the 2017-2021 Strategic Planning cycle for UMB.</u>			
Share 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 Inclusion and Engagement initiative (I&E) at A&F has been developed to drive our culture change strategy. The goal is to introduce activities and learning opportunities that increase appreciation and value of employee's unique contributions, and leverage our diverse strengths to cultivate trust, collaboration and accountability. Updates:	We have developed a project plan to implement and track A&F's Inclusion and Engagement activities.	<ul style="list-style-type: none"> • The Initiative was unveiled during A&F's Got Talent kick-off activity in February. • We are in the process of forming the I&E Steering Committee to promote coordination and communication of events (Administration and Finance). 	
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 or CITS).	Participation in professional development opportunity	No. of staff that attend professional development opportunities; Continue to encourage participation in this activity.	Need more financial support or free events for employees. Increase events and modules to improve understanding of cultural diversity.
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 (CITS).	# of annual presentations by DAC at CITS all-staff meetings	The Diversity Advisory Council presented to CITS in April 2018; scheduled to present in April 2019	
The establishment of the UMB Testing Center (TC) for students with disabilities (Campus Life Services - Educational Support and Disability Services or CLS/ESDS).	<ul style="list-style-type: none"> • Issue surveys to faculty and students who use the center • Currently working with 2 UMB Schools 	<ul style="list-style-type: none"> • Hired a full-time Testing Coordinator • Created an online platform for scheduling appointments 	<ul style="list-style-type: none"> • Hired additional student test proctors

		<ul style="list-style-type: none"> Expanded days and hours for the Testing Center 	<ul style="list-style-type: none"> Continued to expand days and hours of availability Roll out Testing Center usage to all UMB Schools
Offer Disability Awareness workshops and seminars (CLS/ESDS).	<ul style="list-style-type: none"> Annual survey to students Program attendance 	<ul style="list-style-type: none"> No data available at this time 60 participants 	Expand disability awareness efforts
Created Scholars for Recovery student group for UMB students who are in recovery	<ul style="list-style-type: none"> Event attendance Membership numbers Program evaluations 	<ul style="list-style-type: none"> Participation data available at end of year 	Publicize the group and programming
The University supports many student affinity groups. (Campus Life Services – Leadership Development and Interprofessional Student Learning & Service Initiatives or CLS/ISLSI).	<ul style="list-style-type: none"> # of University-wide groups # of School-Specific groups 	<ul style="list-style-type: none"> 5 cultural affinity University-wide student organizations 29 school-specific affinity organizations 	Explore ways to assist student organization officer transition and member/executive board recruitment
Continued to offer the cultural responsiveness training program open to all staff and faculty (CLS/ISLSI).	<ul style="list-style-type: none"> Recruitment of cohort members Recruitment of participants Program Retention Rate 	<ul style="list-style-type: none"> 10 participants recruited to participate in 2nd cohort 70% retention rate for AY2018 	Expansion of program is being evaluated
Issued a student campus climate for diversity survey (produced by the Education Advisory Board) in February 2018. Communicated the results and engaged in action planning in Fall 2018 and Spring/Summer 2019 (Student Affairs).	<ul style="list-style-type: none"> Issued survey in Fall 2018 (24% response rate); will issue every two years Analyzed the data Presented findings and engaged in preliminary meaning making & action planning Formed staff, faculty, and student work group Engaged in action planning in Student Affairs on central campus and in each School Reissued annual survey to Social Work students in March 2019 (22.5% response rate) 	<ul style="list-style-type: none"> Reported findings to Senior Leadership Reported findings to 129 students, faculty, and staff during 3 open forums Presented findings and engaged in action planning with the University Student Government Association Presentation and infographic published on website Workgroup formed and engaging in action planning Infographic will be updated to include initiatives and progress 	Continue to share results and create strategic goals and action planning based on survey results
LGBT+ Education Programming (CLS/ISLSI).	<ul style="list-style-type: none"> # of programs offered Total # of participants 	<ul style="list-style-type: none"> 6 programs 43 participants 	With the current collection of program offerings, increased demand placed on

			office. Recruit additional facilitators.
Safe Space Initiative (CLS/ISLSI).	<ul style="list-style-type: none"> • # of programs offered • Total # of participants • # of participants who successfully complete the program and sign the ally pledge • # of individuals trained as facilitators 	<ul style="list-style-type: none"> • 5 programs • 23 total attendees • 35 participants completed the program and signed the ally pledge • 2 individuals completed the Safe Space facilitator training 	Additional publicity to reach individuals in the Schools and others to reach groups that have not participated in a training.
Diversity education co-curricular programming focused on identity and culture (CLS/ISLSI).	<ul style="list-style-type: none"> • # of programs offered • Total # of program participants 	<ul style="list-style-type: none"> • 40 events were offered, 582 total attendees 	Continue cultivating collaborative relationships with student groups, staff/faculty groups, and academic courses.
The Poverty Simulation offered to help participants better understand factors that can influence individual's access to care and utilization of services (Campus Life Services – ISLSI).	<ul style="list-style-type: none"> • # of offerings • # of participants 	<ul style="list-style-type: none"> • 7 offerings • 460 participants 	
Create an academic program that will enhance the cultural competency of students, faculty, and staff (Graduate School).	<ul style="list-style-type: none"> • Received MHEC approval • Begin course design • Recruit students • Launch course in Fall 2019 	<ul style="list-style-type: none"> • MHEC approval received during Summer 2018 • Course design began Spring 2019 • Enrollment data • Course is on target to launch in Fall 2019 	
Inclusion of multilingual theory and practice in the President's Student Leadership Institute track on Scholarly Research & Teaching (Writing Center or & CLS/ISLSI).	Reflection essay by participants at the end of the academic year	Demonstrated understanding of the role that multilinguality plays in higher education setting	Need to develop more robust assessment practice
Pilot program with an online language learning program Voxy for post-doctoral scholars July 2018 (CLS/Writing Center).	<ul style="list-style-type: none"> • Pre-/Post-tests of participants measuring confidence levels in areas of language use • Comparison of language proficiency test scores before and after the program • Focus groups with participants 	<ul style="list-style-type: none"> • Increase in confidence levels in areas of language use • Increase in proficiency scores by users who frequently used the program • Qualitative data from focus groups that indicate the positive effect of the program on participants' continued language learning 	Development of a plan on how to continue offering Voxy in a credit setting in the Graduate School

Global Perspective Communication Program: student and post-doctoral fellow participants meet in a one-hour, facilitated weekly conversation to explore common interests; discuss concerns about U.S. academic and social life; and identify and deliberate matters of cultural, social, and political importance (Writing Center & Office of International Services)	Evaluations from participants and facilitators	Report of increase in awareness of issues around global perspectives as a result of these sessions	Increase # of participants and explore offering compensation to facilitators
Increase the number of multilingual students served at the UMB Writing Center, which includes editing the mission statement that addresses multilinguality	# of total appointments/clients	Increase in total # of appointments and/or clients compared to previous years	Increase outreach to faculty teaching in UMB's seven Schools to educate them about our work in the area of multilinguality to encourage referrals to the Center
Professional development of student writing consultants that focuses on antiracist and participatory and culturally sustaining pedagogies (Writing Center)	Evaluations from student consultants	Self-reports by student consultants that the training modules make their consultation practice more effective	Develop a more robust assessment method; create materials for future cohort based on consultant experiences
3-day dissertation boot camp in collaboration with the UMB PROMISE program	<ul style="list-style-type: none"> Evaluations from participants Self-reported progress on their dissertations 	<ul style="list-style-type: none"> Increase in confidence levels writing their dissertation Increased output by doctoral students 	Recruit larger # of students
Summer U Camp provides a free or relatively low cost (to the family of the child) summer camp opportunity for middle school students who attend any of the southwest city schools. Programming includes STEAM activities as well swimming and recreational activities.	<ul style="list-style-type: none"> Unique and total # of campers Total # of camper hours 	<ul style="list-style-type: none"> Total # of Campers: 30 Total # of Camper Hours: 2905.9 hours 	<ul style="list-style-type: none"> Explore additional ways to support the personal needs of Campers Develop tools to measure Camper experience Develop tools to measure the experiences of the counselors
To reduce barriers to employment and encourage career mobility, <u>career development consultations</u> offered to employees who traditionally had little to no career path or make a wage equal to the living wage (Human Resource Services - Office of Career Development or HRS/OCD).	# of participants	29 staff participated in individual career development consultations. 3 group consultations held to work with multiple employees with common interests.	

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 traditionally had little to no career path or make a wage that is equal to the living wage. (HRS/OCD).	# of participants	40 staff members have participated in the introductory computer classes	
To reduce barriers to employment and encourage career mobility, <u>internal professional internships</u> offered to employees who traditionally had little to no career path or make a wage that is equal to the living wage. (HRS/OCD).	# of participants	1 staff member was placed in internal internships	
University partnered with the City of Baltimore on a Live Near Your Work program (max of \$16,000) to the purchase of a home near campus (HRS).	# of participants	23 UMB employees received benefits through the program since January 2018	
Execute a module in PeopleSoft that provides the opportunity to set up career plans and produce Individual Development Plans (IDP) for employees' career development paths. IDP progress, job move costs, training, employee appraisals, mentoring, and self-implemented career development activities can be tracked (HRS/OCD).	Successful creation and deployment of module	Career Plan & Succession module created and deployed. The module is currently being used to as a central repository to capture employee interactions with the Office of Career Development	Use the module to its full capabilities, clarify workflows, update job data, & employee profiles must be accurate in HRMS system - occur in Phase II of implementation.
Leveraging Diversity in the Workplace Learning Path (HRS)	<ul style="list-style-type: none"> • # of online workshop • Workshop completions 	<ul style="list-style-type: none"> • 8 workshops • 36 workshop completions 	
Culturally Competent Leadership session offered through the Emerging Leaders program (HRS)	<ul style="list-style-type: none"> • # of participants 	<ul style="list-style-type: none"> • 25 participants 	
A Manager's Guide to Diversity, Inclusion, and Accommodation (HRS)	<ul style="list-style-type: none"> • # of participants 	<ul style="list-style-type: none"> • 1294 participants 	
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 (SOD)	Tracking the # of Formal Training and Development Experiences for Faculty	<ul style="list-style-type: none"> • 8 groups of Chairs, Department Heads, Faculty & Staff met once a month since June 2018 to discuss: 12 Elements of Great Managing, UMB's Core Values, SOD'S Strategic Plan • Discussed Emotional Intelligence & Stress Management at 2018 staff retreat • 27 diversity courses on Learning Management 	

		System available to faculty and staff	
Now requiring unconscious bias education for students, and training for faculty and senior administrative staff, including SOM admissions committee and interviewers (SOM).	<ul style="list-style-type: none"> • # of students and faculty trained • Percentage of faculty and staff who have completed the training • Climate survey results 	<ul style="list-style-type: none"> • Over 750 students trained • Faculty data currently not available 	Data forthcoming, developing a Diversity Dashboard to help monitor race and gender of faculty across department and rank
Developing Equitable Faculty Search Policy, Equitable Promotions Initiative and Equitable Salary Initiative which will help cultivate an inclusive and equitable SOM environment (SOM).	<ul style="list-style-type: none"> • Will use Diversity Dashboard to monitor faculty diversity and equity across rank and salary 	<ul style="list-style-type: none"> • Not available at this time 	Continuously monitoring data and consider strategies to address any disparities discovered
Programs and services offered through Student National Medical Association (SOM).	<ul style="list-style-type: none"> • Attendance at Annual Banquet and events • Attendance at interview day lunches • # and attendance of community activities • Faculty/student mentor pairings 	<ul style="list-style-type: none"> • Increased student attendance at SNMA Annual Banquet • Consistent student presence at SNMA Second Look Day Happy Hour and member attendance at interview lunches 	<ul style="list-style-type: none"> • Increase faculty presence at SNMA Annual Banquet • Increase applicant attendance at Second Look Day Happy Hour
Programs and services offered through Latino Medical Student Association (SOM)	# and attendance of community engagement activities	Consistent # and attendance of community engagement activities	Develop faculty/student mentorship pairings
Re-establish a National Black Nurses chapter (SON).	<ul style="list-style-type: none"> • Re-establish chapter • Elect executive board 	<ul style="list-style-type: none"> • Group re-established in 2018 • New Executive board elected • NBNA Downtown Baltimore Chapter nationally recognized at annual conference for being the smallest yet largest student run chapter (2018) 	Be more inclusive to other traditionally represented groups
Efforts underway to Re-establish Men in Nursing (SON)	<ul style="list-style-type: none"> • re-establish Chapter • Elect Executive Board 	<ul style="list-style-type: none"> • General meeting held Fall 2018-Leadership still forming 	

Utilize focus groups to understand diversity and inclusion training wants and needs (SON).	<ul style="list-style-type: none"> • Held focus groups in 2018 • Organize focus group information into themes for use in determining training areas of concentration 	<ul style="list-style-type: none"> • Building on Focus Groups to deploy Implicit Bias train the trainer teams (2019) • Current task force(s) organized to address academic achievement (and bias) of our minority students • Piloting 1st Generation course (18 students enrolled) • Senior Executive Leadership teams had extensive Implicit Bias training. (Fall 2018) 	Continuing to determine mechanisms for monitoring trainings and measuring improvement
Offer faculty and staff development day during any month with 5 Mondays (SON).	<ul style="list-style-type: none"> • Offer development days • Secure internal and external experts to discuss diversity and inclusion topics 	<ul style="list-style-type: none"> • Professional Development days held in October 2018, April 2018, and April 2019 • Secured internal and external experts to present content 	
Establish affinity group that meets monthly for fellowship and to examine ways to improve employee engagement (SON).	<ul style="list-style-type: none"> • Establish groups • Increased mean score in climate survey and employee engagement 	Five affinity groups - Diversity Book Club, LGBTQ Ally group, Random Acts of Kindness, Fitness & Fun, Diversity	Groups started to hold monthly meetings & School events to build community
Formed a Center for Women in Pharmapreneurism to prepare women to pursue innovative solutions to health care challenges (SOP).	Currently drafting strategic plan	Secured \$1million for endowed funding for center	
Incorporate BaFa' BaFa' cross cultural simulated training for PharmD students (SOP).	Conduct pre and post survey for appreciation of diversity, awareness of political and social issues, appreciation of individual differences, sensitivity to ethical issues, and the appreciation of other races, cultures, & religions.	Cultural Diversity factor post simulated training	
Evaluate PharmD Graduating Student Survey results that indicate the degree to which students agree or disagree with whether PharmD curriculum prepared students to identify and address issues affecting diverse patient populations (SOP).	Survey results	<ul style="list-style-type: none"> • 94% of students agree/strongly agree that curriculum prepared them to identify cultural disparities in healthcare. • 93% of students agree/strongly agree that curriculum prepared them to recognize and address cultural 	

		disparities in access to and delivery of healthcare. <ul style="list-style-type: none"> • 99% of students agree/strongly agree that APPE experiences allowed them direct interaction with diverse patient populations 	
Support the school's PATIENTs research program to increase patient-health system collaboration and promote greater health equity in West Baltimore (SOP).	Participation of advisory group members in workshops, surveys, health fair, etc.	No data to report at this time	
Deployed a module in the CORE ELMS online rotation management system to provide preceptor continuing education (SOP).	# of Preceptor CE Courses & Participation rate	Successful deployment of CE module for preceptors	
Encourage participation in diversity training programs and promote awareness to cultural diversity among staff (Office of Philanthropy).	No metrics to report here.	Achieved significant cultural diversity with 33% of current staff from minority groups	We need to do more in the way of metrics.

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 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 1st 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.

Section II: Appendix -- Institutional Plan for Cultural Diversity

The aforementioned statements and the information within the tables should be aligned with your institution's plan for cultural diversity, which is required by §11-406 of the Education Article. §11-406 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 a copy of your institution's plan for cultural diversity.

The institutional cultural diversity plan should be in an appendix and should not be included in the 12-page maximum.

Please email your complete submission to zlee@usmd.edu by Wednesday, April 17, 2019.

Appendix A

Section II: Institutional Plan and Implementation Timeline

The University of Maryland, Baltimore (UMB) is currently in the third year of executing its strategic priorities outlined in the 2017-2021 Strategic Plan (the “Plan”). This Plan encompasses six themes, 28 strategic outcomes, and 303 goals and serves as the guidepost to direct our collective actions. Across the institution, senior leaders have aligned their unit plans with the Plan to ensure the integrity of a shared purpose, enhanced accountability, and continued improvement by adjusting our strategies with appropriate initiatives to accomplish our goals. In the context of advancing cultural awareness among faculty, staff, and students, UMB leadership is increasingly conscious of removing those institutional barriers that challenge attainment of our cultural diversity goals while also developing attainable tactics that support our objectives.

President Perman leads our efforts to ensure that cultural diversity is a strategic priority. In this regard, the theme – Inclusive Excellence – in our strategic plan addresses this objective. This theme accounts for 14% (42) of all goals in the Plan, all of which are at varying stages of completion across the institution. These goals and their implementation status are discussed in Section 1 of this report. Additionally, the progress report for the execution phase of the Plan can be found on the UMB strategic plan [website](#).

Dr. Perman also continues to value the advice and counsel from the Diversity Advisory Council (DAC), a body comprised of at least one liaison from each of our seven schools, and a representative from the staff and faculty senate, human resource services, and the student body to inform initiatives and efforts. The school liaisons are responsible for communicating DAC efforts to faculty, staff, and students in their respective domains. In 2018-2019, the DAC created an affinity group initiative and institutional guidelines to provide an environment where faculty and staff can share prevailing ideology and purpose. The first affinity group established by members of the UMB community is Latinos Unidos. Latinos Unidos provides opportunities for Latino faculty, staff, and students to connect and share expertise to promote professional development and raise awareness of issues impacting the Latino/a community. We anticipate additional affinity groups will be created between now and the next diversity reporting cycle.

Students

Each of the Schools and central campus engage in a variety of efforts to improve cultural diversity. The campus continues to recruit diverse student, staff and faculty populations that embody the demographics of our nation. For example, spring 2019 enrollment data reveal that the diversity of our student population increased by 2% over the previous period. The following section will highlight examples of significant campus-wide initiatives during the 2018-2019 academic year focused on supporting underrepresented populations, advancing the intercultural competencies of all students, and student food security.

In February 2018, UMB administered the Education Advisory Board (EAB) Campus Climate Survey to students to understand and measure students’ experiences, perceptions, and behaviors with respect to diversity and inclusion on campus. In Fall 2018, the results were shared with University and School leaders. During Spring 2019, the findings were presented and preliminary meaning making and action planning occurred with the following: Student Affairs Deans from the seven Schools, Division of Student Affairs/Campus Life Services staff, three open forums, and the University Student Government Association. Comprehensive action planning is occurring via a work group containing student, faculty, and staff representation from each School and central campus; with the Student Affairs Deans from each School during a retreat in May; and the Division of Student Affairs/Campus Life Services with the work concluding in July 2019. The campus published the presentation and infographic summarizing key findings on the UMB website. The infographic will be updated with key

initiatives and findings based on future administrations of the survey. UMB will administer the survey every two years, with the exception of the School of Social Work. Social Work will issue the survey every year because many students are enrolled in two-year programs.

A campus-wide multicultural center taskforce met between September 2018 and February 2019 to explore the need and focus of a “center” at UMB. The co-chairs, the Assistant Vice President of Student Affairs and a student, met with approximately 289 students during 10 meetings held with one or more student governing bodies or leadership groups within each School and the University Student Government Association. The taskforce learned about current diversity efforts through presentations given by individuals representing seven departments/initiatives and the Schools to avoid duplication of programming and services and to find opportunities for collaboration and synergy. The taskforce collected data from students, faculty, and staff via an online survey. In addition, we reviewed the resources offered by peer institutions and professional guidelines established for multicultural centers. A student work group provided additional insights. The taskforce recommended the creation of a taskforce and submitted the report to University leaders in February 2019 for consideration.

A campus food security committee administered a survey during the Fall 2018 semester to better understand and address food insecurity among our students. The student survey data and the food security committee generated a list of recommendations that we are implementing.

Staff and Faculty

The Human Resource Services (HRS) unit works closely with the Diversity Advisory Council and each of the Schools and administrative departments to further the goals of making UMB a more diverse and inclusive environment. In partnership with the DAC, HRS established a set of goals that included staffing and development action items. HRS also initiated the first ever campus-wide Climate and Engagement survey in 2016 and the follow-up survey in 2019.

HRS is committed to fostering a diverse and inclusive environment at the university. HRS operations span the university and through our people-related processes, we are able to collaborate to positively impact the experiences of both staff and faculty. We will continue to share data and best practices across the university and provide expert input in key areas, including staff and faculty training, organizational development, employee relations, and recruitment. In this regard, UMB has increased its efforts to recruit administrators with the expertise and lens to improve diversity outcomes throughout the institution. In addition, we demonstrate our commitment to diversity, equity and inclusion by seeking the most qualified candidates to fill positions regardless of race, gender, sexual orientation, or other under-represented designations. Consequently, senior leaders are diversifying their recruitment efforts to hire qualified individuals from underrepresented groups. For example, in spring 2018, UMB hired its first female chief of police and a female associate vice president for facilities and operations - males have always occupied these positions. Along with university leadership, HRS, institutional research, and the DAC are examining trends, evaluating survey results, and other metrics to inform our diversity efforts to positively impact our diversity and inclusion goals.

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 1st 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 ten 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 disclosure, collect, classify and count crime reports, crime statistics and issue 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 1st 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

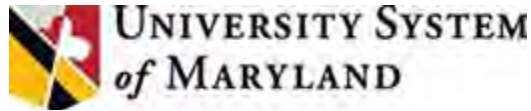
UMB professional schools are able to recruit and retain some of the best underrepresented minorities, but often times, students are selecting other institutions where they receive a scholarship offer that covers tuition. Our awards across the schools range from \$2,000 to \$35,000. Additional funding 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 2,935 (44%) of the 6,678 enrollment total during Spring 2019. UMB awarded \$2,653,078 in state funds to 436 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, the School of Nursing, BSN, The School of Medicine, Doctor of Physical Therapy, and the Department of Medical & Research Technology. Fourteen percent of the minority students enrolled in Spring 2019 received diversity state funding. Minority diversity differs based on the school/program.

2018-2019 Academic Year Diversity

Unit	Dollar Amount	Number of Students
School of Medicine - MD	\$1,495,000	66
School of Dentistry - DDS	\$ 422,000	87
School of Dentistry – BSDH	\$ 5,300	1
Carey School of Law - JD	\$ 350,117	33
School of Pharmacy - Pharm D	\$128,575	53
School of Social Work - MSW	\$127,018	50
Physical Therapy - DPT	\$ 18,283	18
School of Nursing – BSN	\$ 83,045	110
Department of Medical & Research Technology	\$ 23,740	21
Total Awarded	\$2,653,078	436

**UNIVERSITY OF MARYLAND,
BALTIMORE COUNTY**



2018-2019

Institutional Programs of Cultural Diversity Annual Progress Report

Institution: University of Maryland, Baltimore County

Date Submitted: 04/17/2019

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Section I: Progress Report

UMBC's plan to improve cultural diversity, as well as its broad diversity goals and strategies, are outlined in its new 2019 Diversity Plan, submitted with this report. As a historically-diverse institution UMBC supports enhanced diversity both through pursuit of explicit diversity goals and through the ongoing business of the University (e.g., support of transfer students). The pages that follow delineate the granular level programs and metrics supporting diversity at UMBC.

Table 1: Reporting of Goals

USM Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, staff, and faculty. UMBC Goal 1 (from 2019 Diversity Plan): To ensure access to educational and employment opportunities for a diverse, student, faculty, and staff and community. UMBC Goal 2 (from 2019 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
Enrollment Management: 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 and *Number of event attendees submitting admission application, admitted, and enrolled	Attendance for the Spring 2018 event: 38 students; 86 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 and *Number of event attendees submitting admission application, admitted, and enrolled	Attendance for the Spring 2018 event: 97 students; 296 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 2018, 3 students in Baltimore City and 4 students in PG County qualified for a CEO award. 93 admitted freshmen from Baltimore City and 241 from Prince George's County were offered merit awards ranging from \$1,000 to \$15,000 for each of four years of study. Of these, 23 students from Baltimore City and 48 from Prince George's County accepted, compared to 12 and 44 respectively for Fall 2017.	Additional outreach to the Superintendents/CEO's is needed to better identify qualified students who would benefit from the award.

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<p>Enrollment Management contd... 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.</p>	<p>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.</p>	<p>For Fall 2019, 7842 students indicated interest in UMBC. Of those, 1268 applied for admission, 810 were admitted. For Fall 2018 entering class, 7,026 students indicated interest in UMBC. Of those, 1,244 applied for admission, 871 were admitted and 661 were offered a scholarship. 318 Confirmed.</p>	<p>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.</p>
<p>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.</p>	<p>Number of workshop attendees Number of workshop attendees completing the FAFSA during the workshop.</p>	<p>The most recent workshop was held in October 2018 for the 2019-20 application year. Twenty students and their families attended the event (a total of 48 attendees). All twenty students successfully completed and submitted the FAFSA.</p>	<p>The OFAS will continue to partner with Building Steps to provide needed assistance to guide these families through the financial aid application process.</p>
<p>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.</p>	<p>Number of high schools served through the program each year. Number of students and families served through the program each year.</p>	<p>For calendar year 2018, the office provided more than 11 separate financial aid events at 10 area high schools, which included presentations as well as FAFSA completion forums. Over 400 students and families were served.</p>	<p>The OFAS will continue to make itself available to high schools and support programs to provide for financial aid education and FAFSA completions.</p>
<p>“Golden Ticket” Pre-Orientation Advising –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. All 11 students were retained from first semester to second semester. 100% semester retention rate. Average fall 2017 gpa of participants is 2.9. Fall 17 Cohort first-year retention rate (n=11) = 100%, Average first-year GPA 2.666 (as of 9/25/18)</p>	<p>Recruiting more first-generation students to participate in the Golden Ticket program. Automate the communication process and modes of communication (over time) to allow for better business continuity practices. Create more targeted reports to address metrics associated with the program. Consider a follow up program to check in on students throughout the semester, particularly those who</p>
		<p>In Summer 2018, 13 students and their families participated in the Golden Ticket pre-orientation advising. One student deferred admission. 11 out of the 12 students were retained from first semester to second semester. One student did not return - 91% semester retention rate. Average fall 2018 gpa of participants is 2.775.</p>	<p>demonstrate the need for additional support.</p>

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Faculty Diversity and Faculty Development Center - Continued Implementation and Expansion of UMBC STRIDE	In AY 18-19, STRIDE offered our campus-wide focused conversation series and our target consultations to departments and search committees. Met with academic deans, the URM Executive Committee, and other faculty groups informally to discuss progress and needs. 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.	In AY 18-19, STRIDE offered the following workshops from our Recruitment Series: 1) Developing and Effective Diversity Hiring Recruitment Plan (September/May), 2) Developing Shared Evaluation Criteria (November), 3) Best Practices for Reducing Implicit in Application Review (November), 4) Best Practices for Inclusive Interviewing (December/February). STRIDE also offered a new Retention conversation, Best Practices for Welcoming New Faculty (April). STRIDE also consulted with all of the searches in our College of Engineering and Information Technology for AY 18-19. In October 2018, STRIDE presented at the University of California Long Beach Faculty Diversity Retreat.	Continue the expansion of our work with our STEM searches. Develop more conversations around retention. Continue the dissemination of our work to internal and external audiences. 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.
Interfolio Faculty Search	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.	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.	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.
Postdoctoral Fellowship for Faculty Diversity	Conversion of postdocs from Cohort V into tenure track positions. Engagement with College of Engineering and Information Technology.	Converted 5 of the 7 fellows from Cohort IV to tenure track positions at UMBC. Implemented on-boarding training for mentors, chair, support staff and postdocs. Implemented streamlined reporting process, which includes semester Faculty Development Plans, and End-of-Semester Progress reports for postdocs and mentors.	Expansion of the postdoctoral fellowship or a similar model into the College of Engineering and Information Technology. Assessing Cohort V in preparations for Cohort VI (2021-2023).
	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.	Developed a Postdoctoral Fellowship Brochure for recruitment. Will welcome three new fellows for Cohort V (2019-2021).	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.
Pilot of CNMS Natural Sciences Pre-professoriate fellowship	Successful hiring of pre-professoriate fellows in the current Physics and Chemistry and Biochemistry searches. Conversion of current pre-professoriate fellow in Biological Sciences to Assistant Professor. Successful hiring of two pre-professoriate fellows in Biological Science and Chemistry and Biochemistry.	We successfully hired a Pre-Professoriate fellow in Biological Sciences in 2017. We also hired a URM Assistant Professor from the Biological Sciences applicant pool. This academic year, we have two new searches in Physics and Chemistry and Biochemistry.	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.

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Graduate School - 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.	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.	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.	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
PROMISE Engineering Institute (PEI): 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 was 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.
Human Resources - 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
Women’s Center - 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.	\$64,750 in scholarships awarded in FY19; 23 scholars + 5 affiliates are part of program. Program assessment was conducted in Fall 2017 to include survey and focus groups. Overall participants reported that the RWS Program had a positive impact on different aspects of their lives, including financial support, personal care, and sense of community.	Better programming, advising, and support for this scholars program and outreach to more adult learners not affiliated with scholars program. The program evaluation specifically identified creating better outreach to campus departments and provided unique messaging and support for USG students.
1-1 Support for Students, Faculty and staff related to sexual violence, relationship violence, stalking, race/racism, LGBTQ issues, pregnancy, mental health, food insecurity (the Women’s Center is a Retriever Essential food pick-up location) etc.	Track daily usage rates of this service; follow up 1-1 meetings by sending email to individual asking for feedback on the experience.	In FY19 (through 4/9/19) staff have recorded at total of 273 1-1 conversations with students, faculty and staff: 112 1-1 conversations with students and F/S related to sexual misconduct (several of these conversations have been reported to the Title IX Coordinator); 61 1-1 conversations with students/faculty/staff related to mental health; 51 1-1 conversations with students/staff/faculty related to LGBTQ issues; 13 related to race/racism.	Increase continued awareness about this critical Women’s Center service; increase staffing in order to also meet the increase in numbers.

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Meyerhoff Scholars Program - During the AY 2018- 2019, there were a total of 7 staff and 281 students from the Meyerhoff Scholars Program.	Demographic data for the number of students in the Meyerhoff Scholars Program.	281 students enrolled for the 2018-2019 academic year, of whom 67% are African American, 15% Caucasian, 8% Asian, 9% Hispanic, 0.5% Native American and 0.5% Pacific Islander.	
Maintain high GPA and Retention rates in STEM.	Retention Rate since the inception of the Meyerhoff Program 1989 Average GPA of Current Meyerhoff Scholars	Historical Retention Rate – 88% (84% URM) Average GPA – 3.40 (3.31 URM)	Maintain high expectations and guidance with staff and peer advising.
Graduating students for the academic year 2018-2019 placement.	Number of Graduates Number of Graduates placed in Graduate and Professional Degree Programs	Graduates – 62 Placement into Graduate and Professional Programs – 50 (81%) (64% 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 – 312 (74% URM) Total MD/PhDs – 59 (88% URM) Total Degrees – 847 (74% URM)	Every year more students are graduating from programs all across the country. Give support and advising to current Alumni.
MARC U STAR - 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 bachelor's degree.	We have 40 slots with 20 juniors and 20 senior year. We measure graduation rate, STEM major and acceptance and matriculation into graduate MDPHD and PhD programs. In 2018 of the 24 graduates 12 enrolled in PhD or MDPHD programs (50%).	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.
CWIT : Increase the participation and success of female and URM undergraduates in engineering and information technology.	Demographics of incoming cohorts, GPA, graduation rate	Incoming fall 2018 CWIT scholar cohort (13 students) was 92% female and 23% URM. Incoming fall 2018 Cyber Scholar cohort (15 students) was 60% female and 40% URM. Overall GPA of current CWIT Scholars is 3.46 and of current Cyber Scholars is 3.62. Overall 6-year graduation rate for CWIT Scholars is 68% and for Cyber Scholars is 93%.	Recruitment and selection processes are under review to incorporate best practices to yield more URM scholars accepting our offers.
We have secured a NSF grant aimed at increasing the diversity in COEIT majors by supporting transfer students from Maryland community colleges. It supports the T-SITE Scholars program.	Demographics of incoming cohorts, GPA, graduation rate	Incoming fall 2018 T-SITE scholar cohort (8 students) was 50% female and 38% URM. All had financial need. Overall GPA of current T-SITE Scholars is 3.46. Overall retention rate in computing and engineering for T-SITE Scholars is 100%.	Recruitment processes are under review to incorporate best practices to increase the number of eligible applicants.
We conduct two events each year, Cyber 101 and Bits & Bytes, aimed at high school girls thinking of studying technology, with the goal of reinforcing that interest and recruiting them to UMBC and CWIT.	Demographics and numbers of participants	This year, Bits & Bytes served 20 girls, 6 of whom (30%) were from under-represented minorities. Cyber 101 served 21 girls, but demographic data is not available.	We continually assess and improve the effectiveness of these outreach programs.

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<p>Sherman STEM Teacher Scholars Program – increase URM students. For students pursuing elementary certification, opened up allowable majors to non-STEM, Education Department approved majors</p>	<p>Number of students who matriculate into the program from year to year</p>	<p>This is our baseline data: 2007-2016 (N=11; 100% STEM majors) – 18% URM 2016-2018 (N=18; 28% STEM majors) – 50% URM</p>	<p>Continue to recruit a diverse group of students committed to urban education and STEM content integration in the elementary classroom</p>

Table 2

USM Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus. **UMBC Goal 3 (from 2019 Diversity Plan):**To provide conditions for personal success. **UMBC Goal 4 (from 2019 Diversity Plan):** To provide a culture of safety, inclusion and respect

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<ul style="list-style-type: none"> • faculty and staff cultural training programs; • Curricular initiatives that promote cultural diversity in the classroom, and • Co-curricular programming for students. 			
<p>Graduate School--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).</p>	<p>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 2018 SSI workshops focused on science communication, preparation for leadership, and academic success.</p>	<p>In 2018, 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.</p>	<p>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.</p>
<p>Human Resources- Diversity Session: Disability as Diversity on the Job (HR Diversity Learning Track; 10/23/2018)</p>	<p>Learn more about what disability, the interactive process, and accommodation are about, as well as challenges that affect the connection with campus resources in this dynamic session. Providing reasonable accommodation is part of UMBC's core value, and the Office of Accessibility and Disability Services staff has designed this training to explain the process and offer expert guidance.</p>	<p>12 attended (12 staff)</p>	<p>66.67% of respondents rated overall course content above average and 33.33% average. Attendees recommended more group conversation.</p>
<p>Intercultural Development (HR Diversity Learning Track; 03/04/2019)</p>	<p>This theory-based workshop provides UMBC staff with an opportunity to explore the concept of inclusive excellence within the framework of intercultural development. During the workshop, participants will explore basic and intermediate concepts related to intercultural communication and develop skills designed to improve their interactions across cultural difference our own biases as well as illuminating and effectively confronting those of others.</p>	<p>9 attended (5 staff, 4 faculty)</p>	<p>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</p>
<p>Race in the Workplace, Parts 1 & 2 (spring 2019)</p>	<p>Two sessions, including a keynote speaker and a discussion co-facilitated by Allison Manswell and Brett Kirkpatrick, dives into the topic of Race in the Workplace and detailed concepts of organizational culture shift and career development for people of color. It includes an opportunity for participants to have their questions about race answered in a safe environment.</p>	<p>35 (34 staff , 1 faculty) attended keynote and 23 (21 staff, 1 faculty, 1 student) attended discussion</p>	<p>75% of respondents rated overall course content excellent and 25% above average. Attendees recommended a symposium and more Q&A.</p>

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<ul style="list-style-type: none"> • faculty and staff cultural training programs; • Curricular initiatives that promote cultural diversity in the classroom, and • Co-curricular programming for students. <p>Human Resources contd.. Allyship: Supporting our LGBTQ+ Community (HR Diversity Learning Track; 1/23/2018)</p>	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; and 11.11% 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% 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% 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.
Student Affairs (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	56 students attended the Spring 2019 conference compared to 76 in spring 2018. Received the "Best Practices in International Education" award for this work at the 2019 NASPA Annual Conference.	Continue to increase student participation.

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Student Affairs (Campus Life-Mosaic) – Safe Zone Program Workshops on sexual orientation, gender identity, and LGBTQ Allyship	Use participant post workshop evaluations that include Likert scale and open-ended questions	Participants reported that the training offered a safe place to learn. Allowed participants to understand the root meanings of various concepts, specifically related to romantic orientation and gender identity.	Increase visibility of and attendance in workshops through targeted promotion to student orgs, offices and depts.
Student Affairs (Campus Life-Mosaic) Paw Talks Series - An interactive, cultural sharing experience highlighting diverse speakers from around the country.	Use participant, post workshop evaluations that include a Likert scale and open-ended questions.	Quantitative: Average satisfaction rating of 4.46/5 across all events up until 04/05/19. Qualitative: Example of PawTalks participant answer to "What did you like most about this event?": "Queeneearth and J were very accessible and welcoming. I love creating space at UMBC to really talk about queerness and race."	Seek out more student org and faculty/staff partners to expand the size and diversity of student audiences
Student Affairs (Res Life): Held several trainings for professional and paraprofessional staff focused on lessening hate crimes and reporting (Behind Closed Doors, Code for Conduct and Res Hall Policy Training, University Police Response Training, etc.).			Ongoing development around metrics and evaluations process for training
Student Affairs (Campus Life) Campus Life Student Staff Training-Cross-Cultural Communication and Interaction.	Post-training evaluation administered to measure: Satisfaction; Knowledge of identifying one facet of their identity; Recognizing how one's own identity impacts their work; Identifying tips for using inclusive language.	92% of participants reported being able to identify tips for making language more inclusive; 92% report they can identify one facet of their own identity; 90% of participants reported they understand how their identity impacts their work.	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.,
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.)
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.

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<p>Student Affairs – (Professional Staff Development) Staff Development workshops and training including Understanding Islam and Working with Muslim Students, Growing Up Trans, Black America Since MLK video showings and discussion, Disabilities and Counseling, Restorative Practices, Mental Health First Aid, Cross Cultural Facilitation Training, Disability Services Webinar, Safe Zone Training, Access for Mental Health Conditions, Collegiate Recovery Programs, Title IX Response, Behaviors of Concern.</p>	Meeting attendance tracked and surveys administered to determine results of learning outcomes	Over 90% of survey responses indicate meeting learning outcomes. 90% of exit interviews with exempt and nonexempt staff indicate that access to and attendance at staff development opportunities were important to their experience at UMBC. PMP data	Routine communication from departmental staff about topical areas needed and requested.
<p>Student Affairs (Athletics)- RISE Campus Conversation and survey for staff and students co-sponsored with the America East Conference a solution-orientated conversation focused on bringing Retriever Athletics and campus community together to identify strategies to help advance diversity, equity, and inclusion initiatives on campus, discuss misconceptions, and determine positive strategies for change.</p>	Staff, student and community attendance to conversation; survey distributed by America East Conference	Over 35 staff, community members, students and student athletes in attendance; America East will be compiling data from the surveys and sharing with the respective institutions	Continuing to make Spread Respect and RISE events/surveys a part of the ongoing conversation and experience for staff and students
<p>PHED 202 Curriculum for first year student-athletes on topics of diversity and inclusion</p>	End of semester course evaluation	In progress	Continue to create opportunities for student athletes to engage in conversations around diversity and inclusion.
<p>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</p>	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.
<p>Women's Center One-time events on variety of issues related to diversity and cultural awareness (e.g. Trans In College Panel, Trans Visibility Film Screening, Knowledge Exchanges; Take Back the Night, etc.)</p>	Event surveys/assessment; Attendance uploaded to myUMBC participant data in order to access better data about students using these programs.	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) (FY18 data since FY19 is not available as of yet) 93% of TBTN 2018 respondents reported increased understanding of sexual assault, and 70.2% indicated increased knowledge of resources available (n=57) (TBTN 2019 data not available as of yet)	Continue to increase campus community participation and awareness of these events; for larger events increase the evaluation participation rates

Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: <ul style="list-style-type: none"> • 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 is being evaluated	Data to demonstrate where progress has been achieved /indicators of success	Areas where continuous improvement is needed
Women's Center contd.. - 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); Women in STEM; and We Believe You (for survivors of sexual violence); Beginning in March of 2019, Women's Center re-launched Telling Our Stories Project which provides opportunities for women of color to debunk stereotypes and share personal narratives about themselves	Attendance and observation rubrics completed by group facilitators; Attendance for Between Women and WOCC uploaded to myUMBC participant data in order to access better data about students using these programs. No data has been collected as of yet on relaunch of TOS	Observation rubrics indicate participants consistently indicated feelings of campus-based engagement, belonging, or empowerment as a result of group discussion and membership; Between Women moved from meeting every other week to once a week due to increased/consistent attendance	Attendance at some of these discussion-based programs vary and are often inconsistent and may benefit from more formal assessment to help re-shape or brand this programming; Spectrum programming moved from 1-time events since group meetings happen in Counseling Center and through LGBTQ Student Union and therefore a rebranding of this program needs to be considered
Week-long initiative dedicated to social justice + diversity called Critical Social Justice (CSJ) (co-sponsored by 18 other campus departments and offices)	Post-event participant surveys administered to measure: satisfaction; knowledge gained; ability to use knowledge and skills; and confidence to use knowledge and skills; Program Evaluation conducted by graduate psychology student in Fall 2017	Data from 2018 post-event surveys indicated 47.2% reported a better understanding of specific social justice issues; 57.5% reported gaining Strategies for engaging in activism; 48% reported a better understanding of social justice overall; 45.7% reported gaining a commitment to engaging in inclusive excellence (n = 172). The overall theme from the program assessment was the CSJ participants firmly believed that CSJ is an important campus initiative.	A common theme from the program assessment was the lack of awareness from the campus community about CSJ from select campus groups/constituents.
Skill-based workshops for faculty, staff and students. Most requested workshops are Supporting Survivors of Sexual Violence and workshops related to micro aggressions	Workshop surveys Supporting Survivor workshop is a pre/post survey	Participation numbers continue to increase for Supporting Survivors of Sexual Violence workshop FY18 = 190 participants FY19 (through March) = 252 (excludes several mini trainings and campus-wide mandatory Title IX training in which Women's Center director presented content from the Supporting Survivors workshop) In FY18 Supporting Survivors workshop participants report feeling on average 22% more confident in their ability to create a survivor- responsive campus (FY19 data not yet available)	Limited capacity to present workshops due to a small staff; With increased attention on sexual violence this year at UMBC, staff was unable to provide as many workshops on other topics; Women's Center is receiving more requests to advise and support training for staff around gender pronouns and trans inclusion.

<p>Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:</p> <ul style="list-style-type: none"> • faculty and staff cultural training programs; • Curricular initiatives that promote cultural diversity in the classroom, and • Co-curricular programming for students. 	<p>Metrics to measure how progress of each initiative 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>Women's Center contd... Workshops to faculty, staff and students about supporting survivors of sexual violence that includes information about Title IX and reporting procedures</p>	<p>Pre and Post workshop surveys</p>	<p>Participation numbers continue to increase. FY18 = 190 participants FY19 (through March) = 252 (excludes several mini trainings and campus-wide mandatory Title IX training in which Women's Center director presented content from the Supporting Survivors workshop)</p> <p>In FY18 Supporting Survivors workshop participants report feeling on average 22% more confident in their ability to create a survivor-responsive campus (FY19 data not yet available)</p>	<p>Continue expanding content availability to a greater number of students, faculty, and staff to attend our workshops; more trainers</p>

Item 3.
USM Goal 3: Provide a statement regarding the process for the reporting of hate-based crimes as consistent with federal requirements under Clery, **UMBC Goal 3 (from 2019 Diversity Plan):** To provide a culture of safety, inclusion and respect.

The UMBC Police have 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. Lastly a mass email notification is sent to the community notifying them of the incident.

**DIVERSITY PLAN
UMBC
April 2019**

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 and for the quality of the academic and campus community. Founded in 1966, UMBC is a selective, historically-diverse, public research university with a total student enrollment of 13,767 for Fall 2018. Diversity is defined at UMBC in its fullest scope, embracing not only racial and ethnic groups and individuals who are or have been underrepresented in higher education, but also including religious affiliation, sexual orientation and gender identity, disability, foreign nationality, non-traditional student status, and other important characteristics.

UMBC's first Diversity Plan was written in 2009, in response to a state mandate. The original plan articulated four overarching diversity goals for UMBC. Over the intervening years, UMBC's wealth of diversity initiatives has deepened and grown, while the four overarching institutional goals have remained constant. The 2019 Diversity Plan for UMBC retains the four overarching UMBC diversity goals and integrates them with the two guiding diversity goals from USM, as required in the Diversity Report UMBC is mandated to submit annually.

In development of the 2019 plan, UMBC has integrated the broad diversity scaffolding with the specific, diversity-related goals from UMBC's recent strategic plan to form part one as the core of the plan. It is anticipated that part one of the 2019 Diversity Plan will warrant review for possible updating in 2024. Part two of the 2019 Diversity Plan is the annual update portion. This portion of the plan integrates the specific, diversity-related strategies (identified for 2018-2020 and continuing from 2016-17 and 2017-18) from UMBC's 2018 strategic planning implementation document. It is anticipated that part two of the Diversity Plan will be updated annually--as needed and based on continued implementation of UMBC's strategic plan--at the time UMBC develops its annual Diversity Report.

Finally, it is important to note that UMBC frequently implements its plans for diversity through programs executed in the normal course of daily operations of the University, without designating them as diversity programs. For example, a large proportion of UMBC's transfer students are persons of color. Because UMBC is strongly committed to ensuring the success of its transfer students, UMBC actively supports the racial and cultural diversity in its student population through programs that support transfer students. Because UMBC has thus woven many of its diversity programs into the fabric of how it supports all students, faculty, and the campus community, some of the initiatives included in part two of this plan may not include descriptors such as "diversity" but are nevertheless an important part of UMBC's ongoing plan for supporting and enhancing cultural and racial diversity at UMBC.

Overarching Diversity Goals of USM and UMBC

USM Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, staff, and faculty.

UMBC Goals:

1. To ensure access to educational and employment opportunities for a diverse, student, faculty, and staff community
2. To encourage and support individual development and advancement
3. To provide conditions for personal success

USM Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.

UMBC Goal:

4. To provide a culture of safety, inclusion and respect

PART I

Core Diversity Plan, 2019-24

Excerpts from *Our UMBC, A Strategic Plan for Advancing Excellence* that support and advance USM's and UMBC's overarching diversity goals

Strategic Plan Preface

With this plan, our UMBC community focuses on strategic steps toward the next level of inclusive excellence. The plan honors our founding commitment to serve the citizens of Maryland and welcome people of all backgrounds into the life of the university. It builds on our achievements as a selective, public research university strongly connected with the economic and civic life of the Baltimore region and the State of Maryland.

University Mission

UMBC is dedicated to cultural and ethnic diversity, social responsibility, and lifelong learning.

University Vision

Our UMBC community redefines excellence in higher education through an inclusive culture that connects innovative teaching and learning, research across disciplines, and civic engagement. We will advance knowledge, economic prosperity, and social justice by welcoming and inspiring inquisitive minds from all backgrounds.

FOUR FOCUS AREAS OF STRATEGIC PLAN

Focus Area One: The Student Experience

Strategic Goals

Leverage the strength of UMBC's compositional diversity by increasing the cultural and global competencies of all students.

Supporting Objectives

3.1 Develop communities of practice that deliberately focus on developing skills, attitudes, and experiences that promote global and cultural competency. Consider adding global and cultural competency as the fifth area of student competency.

Students can clearly articulate how interactions and connections with diverse people on campus can translate to their lives and careers post-graduation.

3.2 Increase significantly the diversity of tenure-track faculty.

Aggressively recruit and retain underrepresented minority faculty with the goal of increasing the diversity of UMBC faculty to, at a minimum, mirror the diversity of UMBC's student population.

3.3 Research student perceptions of staff diversity to better understand the effects of staff compositional diversity in the student experience and guide staff diversity priorities.

Conduct an assessment of and develop recommendations concerning the impact of staff compositional diversity in the student experience.

5.1 Improve student services

FOCUS AREA TWO: Collective Impact in Research, Scholarship, and Creative Achievement

Primary Goal

Elevate UMBC as a nationally and internationally recognized research university strongly connected with the economic and civic life of the Baltimore region and the State of Maryland. The key drivers in achieving this goal are: creating an inclusive environment for faculty, students, and staff developing excellence in new intellectual frontiers; and fostering multidisciplinary and inter-institutional approaches that build research across the campus.

Strategic Goals

1. Potential focus areas for the development of multidisciplinary scholarship, creative activity, and research excellence include, but are not limited to, environmental studies, health, national security, data science, and civically engaged and global/transnational scholarship
2. Increase UMBC's research prominence through sustained investment in faculty and staff hiring, retention, and development.

Supporting Objectives

- 2.1 Recruit, support, promote, and proactively retain a more diverse, research-active faculty at both the junior and mid-career levels to build research capacity, productivity and excellence.

Support significant, sustained growth in ethnic, racial, and gender diversity among tenure-track faculty and exempt and non-exempt staff.

- 2.2 Attract a highly diverse graduate student body, based on UMBC's national model of undergraduate diversity and success.

- 2.4 Increase the number of faculty, in all disciplines and interdisciplines, with national and international reputations for the quality and impact of their scholarship or creative activities.

FOCUS AREA THREE: Innovative Curriculum and Pedagogy

Supporting Objectives

- 1.2 Increase the size and diversity of full-time faculty and their engagement in first- and second-year student learning experiences.

Steadily grow the diversity of full-time faculty.

FOCUS AREA FOUR: Community and Extended Connections

Primary Goal

To build, nurture, and extend connections with diverse internal and external partners to enrich campus life, local neighborhoods, the state, and the surrounding region.

Strategic Goals

Promote a campus-wide culture that recognizes, supports, catalyzes, and celebrates collaboration and partnerships with groups at the local, state, regional, national, and international levels, including the K-12 education system.

Supporting Objectives

1.1 Adopt a common framework of best practices for developing and maintaining community connections and partnerships that includes ways to recognize and reward community connections and community-engaged scholarship.

Increase the number and quality of community connections.

Increase engaged scholarship and learning.

3.5 Better communicate availability of campus services and events to community

PART II

2019 Annual Update to UMBC Diversity Plan

Excerpts from UMBC's *Strategic Plan Implementation Document, August 2018*, that support and advance USM's and UMBC's overarching diversity goals

FOUR FOCUS AREAS AND FOUNDATIONS OF STRATEGIC & IMPLEMENTATION PLANS

Selected from Next Steps for 2018-20 and continuing initiatives from 2016-17 and 2017-18

FOCUS AREA ONE: The Student Experience

The Student Experience 2.1

- Continue to support the MOU Data Sharing agreement with feeder schools, to improve experiences of transfer students (IRADS)
- Continue to implement STEM Transfer Student Success Initiatives (CNMS)
- Continue to implement BUILD Initiatives/Hill-Lopes Scholarship to support students placed at high risk (CNMS)

- Continue to increase participation in the Summer Bridge Program through enhanced marketing and the newly established Retriever Jumpstart Scholarship (UAA; EM)

The Student Experience 3.1

- Expand Interact - a pilot program designed to develop basic listening and interaction skills to help first year students navigate culturally diverse contexts - to all first year residence halls (SA)
- Participate in the American Council on Education 2018-2020 Internationalization Laboratory, a cohort-based program that will enable UMBC to further develop the international dimensions of our strategic plan
- Participate in MIEC retreat and plan activities for AY 2019
- Develop an updated vision for diversity and inclusion in COEIT (COEIT; CWIT)
- Expand New Student Orientation “Dawg Days” optional excursions to include “Dawg Days Abroad” to introduce new students to the many benefits of study abroad (EM; IES)
- Transition Study Abroad Fair to Global Opportunities Fair to encourage student participation in both on- and off-campus global learning programs (IES)
- Continue to expand New Student Orientation “Dawg Days” optional excursions to include “Dawg Days Abroad” to introduce new students to the many benefits of study abroad (EM; IES)

The Student Experience 3.2

- Conduct 10 more searches from the multi-year hiring plan (CAHSS)
- Conduct searches for the next cohort of Pre-Professoriate Fellows (CNMS, COEIT)
- Conduct searches for the next cohort of new Postdoctoral Fellows for Faculty Diversity
- Where appropriate consider conversion of current Postdoctoral Fellows for Faculty Diversity and Pre-Professor Fellows to tenure-track positions
- Conduct assessment to respond to issues related to staff diversity and student experience
- Continue to support the five-year initiative to promote diversity and inclusion in the humanities through a grant from the Andrew W. Mellon Foundation (CAHSS; Dresher)

- Continue to bring in and support international professors, researchers and scholars to UMBC via the US Department of State's Exchange Visitor Program (IES)

The Student Experience 3.3

- Develop the work plan of the Director of Inclusion in Student Affairs, to assess and respond to issues related to staff diversity and student experience (SA)

The Student Experience 4.1

- Continue to work with the International Student Exchange Program, a study abroad consortia, to help students study abroad for about the same cost as studying at UMBC (IES)

The Student Experience 5.1

- Implement an online immigration case management system for international students (IES)
- Hire an additional advisor to increase access to international student support services (IES)
- Continue to offer a financial literacy introductory session as part of our mandatory new student orientation program
- Continue to provide Financial Smarts Cash Course to hundreds of students
- Continue to pilot the "Financialsmarts Grant," a program designed to encourage financially neediest students to complete our online financial literacy course (EM; FS)

The Student Experience 5.3

- Expand promotion of arts and culture events to students
- Continue to develop intercultural development workshops and simulations for faculty and staff (IES; HR)

The Student Experience 5.4

- Continue to expand the 'Study Abroad Ambassador Program' to fall and spring semester study abroad programs (IES)

FOCUS AREA TWO: Collective Impact in Research, Scholarship, and Creative Achievement

The Student Experience 3.2

- Conduct searches for the next cohort of new Postdoctoral Fellows for Faculty Diversity
- Where appropriate consider conversion of current Postdoctoral Fellows for Faculty Diversity and Pre-Professor Fellows to tenure-track positions
- Launch Request for Proposals for multi-disciplinary ILSB-related convergent research initiatives

Collective Impact in Research, Scholarship, and Creative Achievement 1.2

- Explore ways to leverage the Federal Work Study Program to support more diverse student participation in undergraduate research (EM, UAA)
- Continue to explore ways to leverage the Federal Work Study Program to support more diverse student participation in undergraduate research (EM, UAA)

FOCUS AREA THREE: Innovative Curriculum and Pedagogy

The Student Experience 3.2

- Conduct searches for the next cohort of new Postdoctoral Fellows for Faculty Diversity
- Where appropriate consider conversion of current Postdoctoral Fellows for Faculty Diversity and Pre-Professor Fellows to tenure-track positions

FOCUS AREA FOUR: Community and Extended Connections

Community and Extended Connections 1.4

- Continue to prepare local high school students from low-income and first-generation college backgrounds to succeed in higher education through the Upward Bound Program
- Continue to work with the “Math Coach” program we launched at Lakeland Elementary Middle School (UAA)
- Staff, students, and faculty continue to play a leadership role in Breaking Ground Imagining America

Community and Extended Connections 3.2

- Develop partnerships with other arts and culture organizations in Baltimore (CAHSS)
- Continue to work with the Choice Program at UMBC which was chosen by Starbucks to be the community partner for their new Baltimore City opportunity cafe under construction in East Baltimore
- Continue to establish the Sherman Center for Early Learning in Urban Communities to improve STEM, literacy, and mathematics education in early childhood
- Continue to partner with Northrop Grumman Foundation and Northrop Grumman Mission Systems to create the new Lakeland Community and STEAM Center
- Continue to implement a professional development program for math teachers at Lakeland Elementary Middle School and expand it to four other schools in Baltimore (UAA)

Community and Extended Connections 3.4

- Continue to offer Summer Enrichment Experiences (SEE) program to 273 K-12 students on campus (DPS)
- Continue to enhance the Office of Extended Learning to offer additional programs for youth and adults, including Summer Enrichment Experiences, Home Visitor Program, How Girls Code, and Maryland Leadership Workshop (DPS)

Community and Extended Connections 3.5

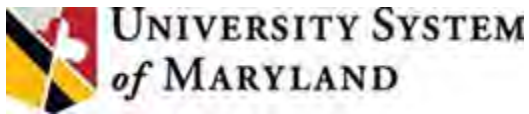
- Continue to develop the website on Race, Equity, Inclusion, & Justice to provide a calendar of relevant events, a list of courses, and links to campus resources (CAHSS)
- Continue to develop the Diversity & Inclusion website to share our institutional values, resources, and policies (OIA)

FOUNDATIONS

- Support transfer students by 1) re-purposing a vacant admissions line for transfer student recruiting, 2) dedicating consulting resources in the PeopleSoft 9.2 upgrade for transfer credit evaluation, 3) hiring a full-time transfer credit evaluator, and 4) piloting EAB's Transfer Collaborative Tool (EM; DOIT)

The processes for reporting and investigating hate crimes are outlined in the annual Diversity Report.

**UNIVERSITY OF MARYLAND,
COLLEGE PARK**



2018-2019

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT TEMPLATE

Institution: _____ **University of Maryland, College Park** _____ **Date Submitted:** _____ **4/17/19** _____

Point(s) of Contact (names and email addresses): _____ **Cynthia Edmunds, Interim CDO, cedmunds@umd.edu** _____

Total Document Length excluding Appendices: 10 – 12 pages

Section I: Progress Report: §I 1-406 of the Education Article states that each public institution of higher education 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.

Summary Statement of your institution's plan to improve cultural diversity. (2-3 pages max)

2018-2019 marked another year of transitions at The University of Maryland, College Park due to external scrutiny and internal process improvement. As the University swiftly implemented the recommendations of external athletic review boards, President Loh faced another challenge with turnover in the Office of Diversity and Inclusion. Moving quickly, President Loh appointed Cynthia Edmunds interim CDO in August upon the resignation of Roger Worthington and his return to the faculty. The President’s charge to Interim CDO Edmunds was to identify actionable steps following from recommendations of the Joint Task Force on Inclusion and Respect, the External Review, and the Campus Climate Survey. Additionally, she as the leader of the Office of Diversity and Inclusion (ODI) was to develop a comprehensive communications program to fully capture and promote the full breadth of diversity, equity and inclusion activities within UMD; finally, President Loh tasked Interim CDO with preparing ODI for the inaugural Vice President of Diversity and Inclusion (VPDI).

Interim CDO Edmunds asked ODI to review all of the documents produced in recent years related to equity, diversity, and inclusion (EDI) at UMD. The synthesis of 500+ pages of information and recommendations yielded a clear consensus as to where UMD should/could focus on enhancing EDI. These were: Collaboration & Coordination of diversity and inclusion efforts across campus, Resource Allocation, Leadership & Accountability, Communication, Training & Development (visual included in the Appendix).

During all of the transitions, including personnel changeover and status shifts (ODI, MICA, ADVANCE, UHR, and others), resource availability, and other changes that occur during the regular course of academic life, offices, units, departments, and colleges continued to provide direct services to students, faculty, staff and the community to improve cultural diversity, enhance personal experiences, and foster a sense of belonging. The Self-Study Report in the Appendix provides a comprehensive overview of equity, diversity, and inclusion efforts at UMD. Also in the Appendix is the External Review that provides an analysis of UMD by expert observers who used multiple investigatory research techniques to gather a deeper view of what is currently being done at UMD and what opportunities remain to be explored. The University has already acted on one recommendation, namely to elevate the role of CDO to VP and expediently conducting a thorough search leading to the selection of VPDI Dodd.

The major goals outlined in the Strategic Plan (included in the Appendix) of the University remain unchanged and units continue to work towards them; the short-term goal of selecting a new VPDI has been met with the selection of Dr. Georgina Dodd. VPDI Dodd will take up her position in June 2019. Her initial plan of action includes a listening program wherein she will meet with a broad range of campus constituents to learn what matters to them, what they see as issues – and strengths – and what they offer to UMD. She will also have responsibility for collaborating with colleges on localized DI efforts; the short-term goal remains to fully understand the breadth of EDI activities on campus, to vigorously promote them, and to analyze their impacts. She will be supported in her efforts by the work done by ODI and the campus in the past few years.

Areas of emphasis for UMD remain unchanged from previous years and are reflective of Goals 1 and 2 of this report. UMD aims to:

- Improve recruitment and retention of under-represented faculty;
- Improve recruitment and retention of under-represented minorities, with specific attention to African-American students. Recent data provided by enrollment services and IRPA reveal a multi-year, downward trend in application, acceptance, and matriculation rates;
- Provide support and outreach to campus community members to increase opportunities for academic and social success, improve well-being, and foster a sense of belonging as a Terp.

The tables below highlight some of the efforts UMD makes towards achieving these goals. Unfortunately, it is not complete, and UMD does not currently have a systematic process to capture all of its EDI initiatives and efforts. This challenge has been identified by President Loh and assigned to ODI to solve with the assistance and support of Strategic Communications and other units as necessary.

While this report catalogs broadly many successful and visible efforts, there are many other similar efforts within individual colleges or departments that (as of this year) do not automatically get credited in this report because UMD does not have an official, centralized data collection point or process. Creating that mechanism and process will be crucial short-term goals for UMD to achieve within the next few years under the leadership of VPDI Dodd.

Areas of Success:

- Successful VPDI search
- Implementation of Hate Bias Program Response Protocol
- Creation of Enrollment Action Committee , a cross campus partnership to study and improve African American student numbers
- Second Thriving Survey underway (April 2019) following 2 years of positively shifting work-life perceptions on campus
- Campus Climate Survey report (April 2019) provided additional reinforcement of findings of Joint Task Force Report and External Review.
- Successful Director of OCRSM search
- Reorganization of the Counseling Center to provide additional mental health services to students

During this year of tremendous challenge, UMD continues to improve equity, diversity, and inclusion (EDI) efforts. Established efforts continue such as the President’s Commissions on Disability, Ethnic Minority, LGBT, and Women’s Issues, and new initiatives continue to be envisioned and actualized. UMD continues to move towards its strategic diversity goals and meeting challenges with pragmatic optimism.

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty. Timeline for meeting goal within the diversity plan: 2018 (see pages 19-20 of Transforming Maryland in the appendix) Format: Bulleted, succinct descriptions of <u>major</u> initiatives and strategies are ideal; additional narrative is not necessary.			
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
The Office of Undergraduate Admissions has created a multi-tiered strategy designed to impact students from prior to the point of application through enrollment and includes: <ul style="list-style-type: none"> • Education about the college application process • Recruitment • A holistic application review process • Special program and merit scholarship review and selection and, • Yield efforts 	The primary metrics to evaluate progress are: <ul style="list-style-type: none"> • The number of interactions with traditionally underrepresented students and those who support them • The number of students who chose to apply for admission • The numbers of these students who complete the application process • The number of these students that apply, enroll, and graduate from Maryland 	From Fall 2017 to Fall 2018, the percentage of incoming first-year students who are underrepresented minorities decreased.	We will continue to learn from what the environment presents and adjust our strategies during periods where numbers are not increasing. We have experienced great success in attracting talented and diverse students to the university over time. We anticipate periods when the numbers may not increase, and at times may even dip

			because of unforeseen factors. As we are currently experiencing one of those periods, we are redoubling our recruitment efforts while we continue to learn and adjust our strategies.
<p>Graduate School initiatives include the following:</p> <ul style="list-style-type: none"> • Annual Networking Reception for Diverse Students and Faculty • PROMISE AGEP programming and activities including PhD Completion Workshops • Fall Harvest Dinner and Networking Reception • Writing retreats • Annual Research Symposium and Professional Development Conference • Invited guest speakers of STEM initiatives • Bi-monthly listening sessions with URM graduate students • Spring Speaker Series • Conversations on Graduate Diversity Series • Continued outreach for URM undergraduate research programs nationally and HBCU institutions 	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Tracking for the last five years of URM students from initial application to admissions to enrollment 	<p>From 2017 to 2018, we have seen an increase in overall graduate student enrollment with a slight increase in URM enrollment.</p>	<ul style="list-style-type: none"> • Continue to identify and develop appropriate recruitment methods and outreach • Build relationships with institutions, programs, and directors and coordinators that serve minority/URM/URG students. • Build relationships among institutions, programs, and directors/coordinators to enhance and maximize recruitment efforts among applicant pool • Expand fee waiver programs • Support of more UMCP faculty for recruitment initiatives
<p>Academic Achievement Programs (AAP), 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"> • Student Support Services/Intensive Educational Development program 	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Survey Monkey questionnaires and other evaluation forms 	<p>(Data gathered separately by USMD per Report Instructions)</p>	<ul style="list-style-type: none"> • Examine closely AAP students' attitudes and student's actual performance

<ul style="list-style-type: none"> • McNair Post-Baccalaureate Achievement Program • Educational Opportunity Center • Educational Talent Search • Summer Transitional Program 	<ul style="list-style-type: none"> • Addressing academic, personal, and behavioral problems 		
<p>University of MD Incentive Awards Program, recruitment and ongoing support of economically disadvantaged students from Baltimore City and Prince Georges County.</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Thorough review of students’ academic performance on a semester basis • Customized interventions based on review • Number and quality of co-curricular experiences (e.g., internships, research, etc.) 	<ul style="list-style-type: none"> • First-year retention rate: 95% • Six-year graduation rates: 85% (both equal to all UMD students) 	<ul style="list-style-type: none"> • Refinement of intervention efforts according to students’ demonstrated needs • Enhanced connections between potential employers and IAP students
<p>Office of Multi-ethnic Student Education (OMSE), 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"> • First-year retention rates • Retention and graduation rates (compared to non-CSS participants) 	<p>CSS has served 378 Scholars since 2007. Cohorts 2007 through 2009 achieved a one-year retention rate of 90% Cohorts 2010–2017 had an overall one-year retention rate of over 90%. The average six-year graduation rate for 2007-2011 cohorts are as follows: Cohort 2007 a six-year graduation rate of 100% Hispanic Male CSS students higher by 8.23%. Black or African-American CSS students higher by 19.78 Black and Hispanic Male CSS students 3.5% higher than UMD student population, including non-minority students.</p>	<ul style="list-style-type: none"> • Additional resources (personnel and material) to support 100% retention and graduation rate goals • Additional resources (personnel and materials) to support increased number of students served
<p>OMSE 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"> • Number of Sessions 	<ul style="list-style-type: none"> • Estimated 1000+ hours tutoring sessions were provided. 	<ul style="list-style-type: none"> • Additional resources (personnel and material) to support our

	<ul style="list-style-type: none"> • Demographics of tutees 	<ul style="list-style-type: none"> • Individual and group sessions • Estimated over 600 students attended large review sessions 	<p>goal of providing tutoring in subjects/ courses with the most critical need</p> <ul style="list-style-type: none"> • Additional resources (personnel and materials) to support our ability to increase the number of students served based on unfulfilled requests for tutorial assistance
<p>Student Success Initiative (SSI) 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"> • IRPA's 6-year graduation rates 	<p>(Data gathered separately by USMD per Report Instructions)</p>	<ul style="list-style-type: none"> • Identifying students in need of support earlier in their matriculation at Maryland
<p>ADVANCE 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"> • ADVANCE Professor mentoring program (one senior woman assigned to each college to mentor and improve work environments) • 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 • Inclusive Hiring Pilot: assists search committees with integrating inclusive hiring practices into their faculty search processes • 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 • Dashboard: Online faculty salary, demographic, service and related data to provide transparency and information for searches 	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Institutional data (i.e., annual tracking of hiring, retention & advancement data by gender, race, rank, college and a dashboard of demographics, salary, and campus service data) • Participant database where we compare the 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) 	<ul style="list-style-type: none"> • Review of annual retention data shows that since 2010 fewer women assistant professors have resigned pre- tenure; there are still more women assistant professors that leave than men pre-tenure but the gap is smaller • There are no significant differences between men and women receiving tenure or promotion among those who sit for the decision • 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 department chairs, associate deans, or similar campus leaders • ADVANCE trained more than 77 search committees from 40 departments on strategies to 	<ul style="list-style-type: none"> • 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

<ul style="list-style-type: none"> • Research and Evaluation: Sharing of recent social science research on workload, academic careers and diversity with campus and via publications • 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 		<p>mitigate implicit bias in hiring and attract a diverse applicant pool</p> <ul style="list-style-type: none"> • There is a slight increase in URM hires among pilot searches • Pre/post surveys indicate faculty found training helpful <p>Financial commitments in recognition of the ADVANCE Program's success 2015-2020:</p> <ul style="list-style-type: none"> • Office of the Provost • Office of Diversity & Inclusion • Research Office • All 12 colleges 	
<ul style="list-style-type: none"> ▪ University Human Resources (UHR) supports the recruitment and retention of underrepresented staff and faculty populations through its Affirmative Action Program. The program provides innovative and efficient human resources services and solutions. Promoting an environment of inclusion, trust, and respect 	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Staff and faculty composition and employment and promotion transactions (used to identify Problem Areas and Placement Goals) 	<p>UHR will analyze Prior Year Results (appointments, promotions, terminations) to measure progress.</p>	<ul style="list-style-type: none"> • Enhanced Affirmative Action efforts will be made in identified Placement Areas throughout the hiring process

<p>Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.</p> <p>Timeline for meeting goal within the diversity plan: <i>No Timeline specified in 2010 plan</i></p> <p>Format: Bulleted, succinct descriptions of <u>major</u> initiatives and strategies are ideal; additional narrative is not necessary.</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"> • faculty and staff cultural training programs; 	<p>Metrics to measure how progress of each initiative/strategy is being assessed.</p>	<p>Data to demonstrate where progress has been achieved / indicators of success</p>	<p>Areas where continuous improvement is needed</p>

<ul style="list-style-type: none"> • curricular initiatives that promote cultural diversity in the classroom; and • co-curricular programming for students. 			
<p>Diversity Training and Education (DTE) within the Office of Diversity & Inclusion (ODI): Training Program (Staff, Students, and Faculty).</p>	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Engagement with colleagues on issues of diversity, equity, and inclusion using intergroup work • Ability to engage and maximize in healthy and ethical ways the differences in identity, ideology, and experience in our community <p>Measurements of success:</p> <ul style="list-style-type: none"> • Number of trainings delivered and number of participants • Satisfaction surveys 	<ul style="list-style-type: none"> • Responded to consistent stream of requests for trainings • Met all requests that offered flexibility in terms of scheduling • Facilitated majority trainings on discussing diversity, differentiation between diversity and inclusion, implicit bias, and tailored training. • Partnered with multiple offices and departments across campus to deliver training. 	<ul style="list-style-type: none"> • Longitudinal assessments especially for one-time trainings • Expansion of the skill-based practice within the trainings • Stronger series for supervisors • More trainers for program to be sustainable and to meet increasing need • Peer education opportunities
<p>DTE Intergroup Dialogue Program (WEIDP), 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"> • Survey designed specifically for WEIDP completed by each student at the end of each course • Numeric Data 	<p>Academic Year 2018-19:</p> <p>Number of Dialogues: 30 Number of Students: 210 Number of Facilitators: 81 Survey Response Rate: 88.89%</p>	<ul style="list-style-type: none"> • Increase partnerships • Ongoing review of course content • Continuous improvement of facilitator training • Continuous outreach to increase the diversity of students enrolled • Expansion of undergraduate, junior facilitation opportunities and engagements • Continued faculty/staff dialogue opportunities
<p>Lesbian, Gay, Bisexual, and Transgender (LGBT) Equity Center within ODI</p>	<p>The primary metrics to evaluate progress are:</p>	<ul style="list-style-type: none"> • Educational materials reaching over 15,000 people/year 	<ul style="list-style-type: none"> • More intentional outreach to units not currently engaged

<p>Multiple initiatives spanning support and sponsorship of groups, learning programs, leadership development, and community engagement-outreach</p> <p>Rainbow Terrapin Network Program, a campus-wide network of staff faculty, and students committed to LGBTQ+ inclusion and social justice.</p> <p>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>One Year Project features programming geared towards LGBTQ+ and allied students who are in their first year at UMD</p> <p>Quelcome campus-wide welcome event for all LGBTQ and allied staff, faculty, students, and alumni to welcome new students, foster networking, and to showcase some of the resources and opportunities on campus or in the community.</p> <p>Q Camp LGBTQ+ Community-Building Retreat for University of Maryland, College Park Undergrads</p> <p>Lavender Graduation recognizes an important milestone in the lives of our LGBTQ+ and Allied graduates. Each LGBTQ+ graduate will receive a rainbow tassel and a certificate of achievement. This event also provides an opportunity for our community to come together and honor those among us who have worked to make College Park a better place for LGBTQ+ people.</p> <p>Lavender Leadership honor society celebrates and develops leadership for LGBTQ+ social justice</p>	<ul style="list-style-type: none"> • Number of individuals attending programs • Learning outcomes for in-person trainings and events assessed by survey • Website analytics • Numbers of materials distributed • Evaluations 	<ul style="list-style-type: none"> • About 45 units actively engaging with self-assessment of good practices • In-depth online and in-person trainings reaching ca. 500/year • About 1,600 individuals receiving a presentation by the peer educators each year • About 2,000 individuals participating in LGBTQ programming 	<ul style="list-style-type: none"> • Continuous updating of all materials and practices to reflect current good practices • Recording of all student queries to shape the content of the course/training for the subsequent year
<p>Multicultural Involvement and Community Advocacy (MICA) advises and supports more than 100 identity-based student organizations; coordinates the seven campus-wide celebration of history/heritage/pride theme months; provides opportunities and spaces that affirm students and their identities; builds inclusive communities</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Attendance • Marketing and collateral distribution • Internship E-Portfolio • Course Reflections 	<p>MICA's efforts supporting history/heritage theme celebration months included:</p> <ul style="list-style-type: none"> • APA Heritage Month, Black History Month, Latinx Heritage Month, Pride Month 	<ul style="list-style-type: none"> • Expanding assessment of long-term student involvement • Outreach to academic-focused identity-based student organizations

<p>among diverse member and creating social change locally, nationally, and globally. Offerings include: MOSAIC Diversity and Leadership Retreat 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. MICA Community Organizing Student Internship Program 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. MICA Monologues Series, an annual series of Monologues which speak to issues of identity in several of the communities that the office supports. MICA TOTUS Spoken Word Experience is a credit-bearing experience that will help you explore marginalized identities and silenced voices in and through poetry to spark dialogue and action around identity, social justice and lived experience. The underlying goal of TOTUS is to promote a greater understanding of social justice through spoken word poetry by examining self and society in relation to systems of power and inequality.</p>	<ul style="list-style-type: none"> • Social Media Engagement • Learning Outcome Survey and Focus Groups: <ul style="list-style-type: none"> • sense of belonging • educational empowerment • social consciousness • organizational management • resilience • intercultural & intra-cultural interaction • • 	<p>Native American Indian Heritage Month, Multiracial Heritage Month, and Women’s History Month</p> <ul style="list-style-type: none"> • Programs offered during 2018-’19 academic year reached over 5,000 students, faculty, staff and visitors on the UMCP campus. • Over 50 individual students participated in MOSAIC Retreat and 9 Interns planned more than 10 peer-education events • More than 400 hours of advising provided to student organizations and individuals students 	<ul style="list-style-type: none"> • Outreach to less engaged student population
<p>Nyumburu Cultural Center –</p> <p>Black Male Initiative (BMI), a Black Men’s Leadership Series. NewsBreak, Weekly Civic Engagement Forum for Undergraduate Students.</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Six-item attitudinal survey that inquired into students’ success behaviors and quest for academic excellence • Student testimonials regarding program’s impact on cognitive and affective domain success 	<p>Regular meetings held with consistent attendance for all of Nyumburu Cultural Center initiatives. Multiple student testimonials attesting to success of BMI, NewsBreak and other special programming.</p>	<ul style="list-style-type: none"> • Increased marketing with social media other than emails • Increased informal communication via student assistants and faculty/staff • Recruitment of new students • Funding for outreach to academic student communities, better assessment of impact

<p>Office of Civil Rights and Sexual Misconduct (OCRSM) Required online training for students, staff, and faculty. Live training programs include: Accessibility & Disability at UMD; Responding Effectively to Discrimination and Sexual Misconduct; and for students specifically, Sexual Misconduct. OCRSM also participates in outreach and awareness programs with Campus Partners.</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Training completion rates • Number of presentations and outreach events provided 	<p>Undergraduate Student Sexual Misconduct Training:</p> <ul style="list-style-type: none"> • Undergrads: 92% completion • Grad Students: 71% completion • 90+ trainings delivered 	<ul style="list-style-type: none"> • Continue to improve training completion rates, particularly among grad students, faculty and non-supervisory staff • Continue to increase awareness of our office and UMCP nondiscrimination policies.
<p>Office of Diversity & Inclusion (ODI) – Grants, support for diversity programming and cultural awareness across campus.</p> <p>ODI - Hate Bias Response Program</p> <ul style="list-style-type: none"> • Provided training to faculty, staff and students on Response Protocol • Provided outreach and support to individuals and communities impacted by hate bias incidents including Circles support group. • Developed and implemented online reporting system 	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Provision of funds to encourage and make possible diversity- themed efforts by others on campus • Requests for training • Increase in awareness of Protocol • Ongoing monthly support group Circles • Availability of Hate Bias Incident Log 	<ul style="list-style-type: none"> • Co-sponsorship of over 25 different diversity-themed events or initiatives across the campus • Over \$52,000 disbursed for a wide variety of initiatives supporting greater cultural awareness • Over 30 trainings reaching 1000s of campus community members • Regular attendance at Circles 	<ul style="list-style-type: none"> • Increase awareness of ODI support and sponsorship • Increased personnel to meet the UMD need for HBRP • Incorporation of Restorative Justice principles

Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery.

UMD Hate/Bias Response Protocol (adopted 2018)

- **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.**
 - 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.**
 - 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.

Clery Act Requirements:

The Hate Bias Response Program Manager in coordination with UMPD follows Clery guidelines for reporting hate bias incidents annually in the ASR in accordance with procedures outlined by the US Department of Education. Per FBI policy, the Hate Bias Response Program Manager may also report hate crimes on a case by case basis to the FBI. Policy guidance available here: https://www2.ed.gov/campus-crime/HTML/pdf/cs_hate_crimes.pdf.

Section II: Appendices

- Institutional Plan (Transforming Maryland: Expectations for Excellence in Diversity and Inclusion)
- Self-Study Report
- Consolidated Recommendations Visual
- External Review

Equity, Diversity, & Inclusion at the University of Maryland

Self-Study Report

This study provides an overview of the current state of equity, diversity, and inclusion (EDI) at the University of Maryland in College Park. It is supported by the Report of the Joint President/Senate Task Force on Inclusion and Respect, a Preliminary Report of the UMD Campus Climate Study conducted in February 2018, a Report on Diversity Assets at UMD, a Human Resources Strategist Report on the current needs of the Office of Diversity and Inclusion (ODI) at UMD, and the proposed FY19 base budget for ODI.

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Background

The University of Maryland College Park was founded in 1856 as the Maryland Agricultural College. Like other institutions of higher learning at the time, it was created to benefit the sons of landowners. As Maryland was a slave state, many of those landowners also owned slaves. Indeed, of the twenty-four original trustees, sixteen were slave owners (Steven, 2011). The student body began to become a bit more diverse in the 1870s with the admission of male international students primarily from Latin and South America. One of the most notable early international students was Pyon Su, class of 1891. He was the first Korean to receive a degree from any American college or university. Non-black women were first admitted in 1916 concurrent with the institution's renaming as Maryland State College. In 1920, the college became part of the existing University of Maryland. The first black students were admitted in 1951 despite the "separate but equal" stance of then President Harry Clifton "Curley" Byrd (president, 1936-1954).¹ The first African American member of faculty, M. Lucia James, began in 1955 and continued working with classes until her death in 1977 (umdarchives, 2015).

Desegregation did not begin in earnest until 1977 when a federal appeals court ordered Maryland colleges to speed up the process (Barnes, 1977). Though more slowly than we would wish, the University continues to become a more diverse and inclusive institution. We have sought to transform the campus into a national leader on issues of EDI. Evidence of our national stature was manifested in 1998 with the publication of the *Diversity Blueprint: A Planning Manual for Colleges and Universities*, published by the University of Maryland with the Association for Colleges and Universities (Office of Human Relations Programs, University of Maryland, College Park, 1998). More recently, UMD received the 2015 Higher Education Excellence in Diversity (HEED) Award from *INSIGHT Into Diversity* magazine, and for over five years running, we have been recognized by Campus Pride as among the "best of the best" LGBTQ-friendly campuses (Seabolt, 2015).

Leadership

Many dedicated members of the campus community have guided the progress of EDI. The most notable have been four exceptional leaders beginning with Dr. John Slaughter (chancellor, 1982-88). Slaughter was one of the first African American chancellors of a major state university. He challenged the campus to become a "model multiracial, multicultural, and multigenerational academic community" (Holter, 1983). Under his leadership, the university moved from being an institution focused on compliance to an academic community that proactively addressed diversity.

¹ The football stadium at College Park was named for Byrd when it was built in 1950. His name was stripped from the stadium in 2015 to remove one of the most prominent symbols of a painful aspect of campus history. President Loh explained that the effort was not intended to "purge history," but to find a "principled compromise." Byrd's name is now memorialized in one of the campus libraries (Wenger, 2015).

Among his many accomplishments, Dr. William E. Kirwan (president, 1988-98) led the institution's defense to a legal challenge of 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 was a first step in developing the now wide-spread use of the diversity rationale to advance affirmative action goals in higher education (Synnott, 2005).

Dr. C. D. Mote, Jr. (president, 1998-2010) built on earlier accomplishments and expanded on the focus of our commitment to diversity. He sponsored programs that reach into Maryland communities with large numbers of disadvantaged students and created pipelines for these students to obtain an affordable college education. Graduation rates of students from all racial/ethnic backgrounds grew with substantial progress in closing the achievement gap. He championed the rights of LGBT people with aggressive support for domestic partner benefits, and established family-friendly policies and programs to help faculty, staff, and students balance academic, work, and family responsibilities ("Dr. C.D. 'Dan' Mote, Jr.," 2016).

Dr. Wallace D. Loh (president 2010-present) continues in the tradition established by his three immediate predecessors. During his tenure, the first strategic plan for diversity was adopted, the position of chief diversity officer (CDO) was created, and diversity officers were established in each of the colleges and divisions. On July 6, 2017, Loh announced that the position of CDO would become a vice president. "A VP for Diversity and Inclusion indicates a major institutional commitment of effort and resources..." (Loh, 2017b). In an interview with the Baltimore Sun, Loh spoke of \$3.8 million for new diversity measures (Campbell, 2018).

Offices that Promote EDI

A variety of units promoting EDI have been established over the years. The first unit with a broad, campus-wide, multidimensional mission for EDI was the Office of Human Relations Programs (1971). It has evolved over time and is now the Office of Diversity & Inclusion (ODI). Today, ODI is considered a department with three sub-departments. They include the Nyumburu Cultural Center (1971), the LGBT Equity Center (1998), and Diversity Training and Education (2017). Diversity Training and Education (DTE) evolved from an interim version of what was the Office of Human Relations Programs and the current ODI.

Other important units focused on diversity with campus-wide responsibilities have included the Office of Multi-Ethnic Student Education (1971), Accessibility & Disability Service (1977), the Maryland Incentive Awards Program (2000), and the Multicultural Involvement and Community Advocacy Office (2006). As the dates suggest, each of these units was established in response to concerns raised at the time of their founding, but there was no overarching vision or plan into which they fit. They were also scattered into different administrative structures within the university. Today, the Office of Multi-Ethnic Student Education (OMSE) and the Maryland Incentive Awards Program (IAP) are located in the Office of Undergraduate Studies. Accessibility & Disability Service (ADS) is part of the Counseling Center. The Multicultural Involvement and Community Advocacy Office (MICA) is within the Stamp Student Union. While collaboration

between units is encouraged, accountability and reporting flows to the heads of the units where these various offices are located in the institution. These units are all mentioned in the 2010 diversity strategic plan (Diversity Plan Steering Committee, 2010).

In addition to these units, others may not have a specific focus on diversity, yet they serve a high proportion of students of color, economically disadvantaged students, and others with identities protected by law and university policy. This would include units such as Academic Achievement Programs in the Office of Undergraduate Studies. Many of these are cited in the Report on Diversity Assets at UMD.

Most recently, students have called for an indigenous cultural center, a Latinx cultural center, and an increase in the number of designated prayer spaces on campus for Muslim students (Hughes, 2016). An increase in resources for additional identity groups is not new. This is particularly true for a Latinx center, community resources for people with disabilities that go beyond compliance, and a Women's center.² Given the highly decentralized nature of existing resources, it is difficult to know where any new resources should be placed or even who should be responsible for attending to these needs or overseeing accountability assessments to measure impact and progress to broader institutional goals and objectives.

Within the colleges and divisions, there is a multitude of additional units and other ongoing efforts in support of EDI. Many of these are detailed in the Report on Diversity & Inclusion Assets at UMD. Like the campus-wide efforts, these were typically created in response to local specific needs with accountability and reporting within their respective colleges and divisions. Collaborations vary widely and may include the involvement of campus-wide units, but collaborations across major organizational boundaries is less frequent.

Diversity in the Curriculum

Interdisciplinary programs have been part of the university since at least 1945 when the American Studies program began. Other academic programs focused on social identities have been established over time. They include African American Studies (1969), 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), and U.S. Latino Studies (2007). These programs and the courses they offer are indispensable for any comprehensive academic institution and UMD's offerings are highly regarded.

These areas of scholarship are interdisciplinary by their nature and frequently involve a small cadre of core faculty within a specific department along with many more affiliate faculty from other departments. Courses taught by affiliate faculty tend to be cross-listed with the program

² Luke Jensen has been aware of these efforts over the last twenty years. In particular, requests for support of Latinx students and students with disabilities were submitted to the Moving Maryland Forward Grant Program while he was chair. Some of the proposals were not funded primarily because there was no logical "home" for the resources.

and the academic home of the faculty member. Affiliate faculty may also play a role in any conferences, symposia, lecture series, etc. These collaborations are concentrated in the colleges of Arts and Humanities, and Behavioral and Social Sciences. There are few structural organizational incentives or supports specifically designed to foster collaborations that extend beyond their academic home, and in some ways the decentralized framework of the institution may be prohibitive of such collaborative partnerships.

Undergraduate students have had a General Education diversity requirement since 1990. Today, the requirement consists of six credit hours. Students must complete two Understanding Plural Societies courses (3-6 credits), or one Understanding Plural Societies course (3 credits) and one Cultural Competence course (1-3 credits). In cultural competence courses, students are required to think about their own culture and how it compares with others, and they must negotiate across cultural difference. Plural societies courses are more about systems and structures. It could all be very theoretical or completely historical. For example, Classics course, CLAS311 Inventing Ancient Greek Culture, is an understanding plural societies course.

Current Context

Diversity plan

The University published its first strategic plan for diversity in 2010 (Diversity Plan Steering Committee, 2010). The core of the plan included a set of recommendations in six categories. They were a) leadership, b) climate, c) recruitment and retention, d) education, e) research and scholarship, and f) community engagement (see Appendices for a copy of the 2010 Diversity Plan). The Diversity Plan triggered the creation of the position of CDO, but the first hire was made as an associate vice president reporting directly to the provost rather than the recommendation of the 2010 Diversity Plan for the CDO to be a vice president reporting directly to the president (p. 14). President Loh has recently announced the elevation of the CDO to the level of vice president along with new resources to support the Office of Diversity and Inclusion.

Kumea Shorter-Gooden was appointed as the first CDO in 2012 and served until January 2017. Dr. Shorter-Gooden was instrumental in the creation of diversity officers in each of the colleges and divisions as called for in the plan (p. 15). This important achievement began the process of building a more robust infrastructure to address issues of diversity and inclusion.

Responsibilities for implementation as outlined in the plan were pushed from the CDO, provost, and president, to the separate colleges and divisions. Diversity officers regularly provided goals and plans for implementation of the plan within their separate units, but there was no annual progress report posted on the university website, and the individual reports from the colleges and divisions were not shared publicly (pp. 27-28).

Shorter-Gooden resigned in January 2017. Cynthia Edmunds became the interim CDO in January until Roger L. Worthington was appointed beginning on July 6, 2017.

Troubling campus incidents

In recent years, a number of troubling campus incidents have occurred with a negative impact on campus climate. They include a 2015 racist, sexist email by a member of a fraternity on campus. The email became public. The administration expressed indignation and anger over the language while stressing free speech rights. Many students felt frustrated. They believed that condemning speech without also punishing those who expressed it did not go far enough (New, 2015).

In May 2016, there was an incident involving the University of Maryland Police that played out against the national discussion on police violence against African Americans. On May 21, campus police received a call about a party at an apartment complex on campus. The 911 callers reported a potential fight and underage drinking. It was later determined that the call was retaliation by non-UMD students who had been denied entry into the party. At the scene, the two officers initially spoke with people in the parking lot who pointed them to the party claiming there were weapons inside. When they arrived at the party, the hosts assured the officers that there was no fight and there were no weapons. The situation escalated to the point that the police used pepper spray. The Prince George's County Fire and EMS Department arrived on the scene and they attempted to treat partygoers who came into contact with the spray. The police felt that crowd control around those being treated was becoming difficult. Once again, they used pepper spray to disburse the crowd. Chief David Mitchell later stated that the use of pepper spray did not adhere to department standards and added, "We should have handled the situation with more diplomacy" (Thomas, 2016).

The number and intensity of incidents grew rapidly after the 2016 presidential election. Posters promoting a white supremacist group appeared on campus in December (Moyer, 2016). Alarmed at this development and the outcome of the election, a coalition of 25 student groups came together as ProtectUMD. They presented a list of 64 demands to the university (Hughes, 2016). While President Loh responded by praising the students' engagement and passion, he noted that work was already underway to advance progress on some of the demands whereas other demands were dismissed as misguided and inappropriate for campus action. Some students found his reaction inadequate (Loh, 2017a).

On April 27, 2017, a noose was found in one of the fraternity houses on campus (Wells, 2017). Reports mention that it was found by a black chef in the kitchen of the house. The news sparked a student march and sit-in protest (Limon, 2017). Frustration among students on campus were raised because the perpetrator(s) was/were never charged with a criminal act or violation of the conduct policy, and the fraternity was never sanctioned either.

About 3:00 a.m. on May 20, 2017, 2nd Lieutenant Richard Collins III was murdered on our campus. Lt. Collins was about to graduate from Bowie State University, an Historically Black College or University (HBCU) about 12 miles from College Park. He was visiting friends at UMD and was waiting for an Uber when he was attacked. Sean Urbanski, a student at UMD, was charged with the murder, which was elevated to a hate-crime charge three months later. News

of the murder shocked and traumatized the campus and made national headlines (“Opinion | A Murder at College Park,” 2017).

Many saw the murder as indicative of the campus climate. For example, students, especially students of color, took a slogan that had been associated with UMD Athletics, “Fear the Turtle,” and voiced their experiences on Twitter. “I had straight As in HS but more than once YT [white] classmates have told me I am only here bc of affirmative action #FearTheTurtle.” “Turned away from a frat party because I’m Black #FearTheTurtle.” “When your story of sexual assault is not taken seriously #FearTheTurtle.” And so on (Higginbotham, Byrne, & Donlan, 2018).

Against this backdrop, during the first week of classes in the fall of 2017, an email exchange became public between a professor teaching a mock trial class and one of his coaches. The coach sent an email to the instructor (who also happened to be her father) to inquire about whether to admit one or more Latino students into the mock trial class following auditions, stating, “There were three (obviously) Latino students who came; 1 was mediocre, two were pretty bad...but we have almost no Latino students on the team. If I were to rank purely on performance, I would probably only take one of them. Should I take 2? All three? None have mock trial experience” (Silverman, 2017). The email was accidentally sent to all students in the class, and one of the students (who had been identified as “mediocre”) posted the email to Twitter, resulting in an uproar on campus, in part because it occurred during the first week of classes of the semester that followed the murder of 2nd Lt. Collins (which occurred the previous May). The instructor and the coach were both asked to step down from teaching the course. However, there was extensive media coverage of the incident, some of which included OP-ED articles defending (or criticizing) the actions and reputations of the coach and instructor as “affirmative action.”

Also, during the Fall 2017 semester, the Diamondback student newspaper published an article quoting the Title IX Coordinator and the UMPD as providing two different numbers for reports of hate-bias incidents on campus (27 from the Office of Civil Rights and Sexual Misconduct but only 15 from UMPD). Strategic Communications attempted to explain the discrepancy in a statement issued to the Diamondback and the campus, stating that the two offices had different criteria for taking reports. The issue came quickly following the release of a new hate-bias protocol and the announcement of a search for a new program manager for hate-bias response by the Office of Diversity and Inclusion.

[Actions following the murder of 2nd Lieutenant Richard Collins III](#)

When Lt. Collins was murdered, an active search for a new permanent CDO was well underway. Given the now more urgent need, President Loh and Provost Rankin made a special plea for Roger Worthington to accept the job, promising to elevate the position to the rank of Vice President (Loh, 2017b). Professor Worthington was chair of the Department of Counseling, Higher Education and Special Education in the College of Education. A nationally recognized scholar on diversity in higher education and a former CDO at the University of Missouri, he had deep expertise and experience as both a scholar and a practitioner. He had been co-chair of the

search committee and issued several conditions before considering the request. Ultimately, he accepted and became Interim Associate Provost and CDO on July 6, 2017. On September 7, 2017, he spoke of the urgency of the work, citing the murder of Lt. Collins and a white supremacist rally at the University of Virginia. He outlined ten concrete early steps needed to strategically and methodically assess and improve EDI at UMD (Worthington, 2017).

Substantial progress has been made with Worthington's outline. The list and the April 2016 state of each follow.

- Joint Task Force on Inclusion and Respect – the final report became public on April 17, 2018 (included in the materials for the site visit team) and recommendations to be presented to the University Senate on April 24, 2018.
- Rapid-response campus team to assist victims of hate and bias on campus – the membership of the team has been established; the leader of this team, Program Manager for Hate/Bias Response, a newly created position, to begin on April 20, 2018.
- New UMD Student Leadership Council for Diversity, Equity, and Inclusion – first meeting was held November 16, 2017; subsequent meetings have been delayed.
- Reinvigoration of the President's Commission on Disability, Ethnic Minority, LGBT, and Women's Issues – convening of the respective chairs occurred in the Fall 2017, and meetings with two Commissions (Racial-Ethnic and Disability) also occurred in the fall.
- Dialogue and discourse on diversity and inclusion – a consultant was contracted to meet with campus leaders of dialogue programs at UMD and has submitted a draft proposal for the a new Campus-wide Difficult Dialogues Initiative; resources have been set aside in ODI to provide funding for the new initiative once it has been announced.
- New Center for Diversity and Inclusion in Higher Education (CDIHE) – established in the summer of 2017 under the leadership of Roger Worthington as the executive director and Candace Moore as the director; two post-docs have been hired along with staffing support from CHSE and two part-time graduate assistants; the CDIHE has convened a national thought leaders conference in January and begun planning to co-host a conference in October with the Difficult Dialogues National Resource Center.
- Campus-wide external benchmarking and review of diversity and inclusion programs, activities, and resources – site visit April 25-27, 2018, with final report expected in May.
- Campus Climate Study – data collection in February of 2018 with a preliminary report of findings now available (included in the external review materials) and a final report expected in June.
- Revision of Diversity Strategic Plan – to be informed by the Joint Task Force, the external review, the campus climate study, along with additional campus voices; scheduled for 2018-19 academic calendar year.
- Black History and the University of Maryland: A Campus Landmark Walking Tour – self-guided version went live online in February at <http://umd.edu/blackhistorytour>; in-person, guided tours available beginning on April 28, 2018. Developed in collaboration with Dr. Kim Nickerson.

It is important to underscore that these steps are not an end product. Rather, they are intended to provide data and recommendations for moving forward.

ODI was and is seen as a central organizing unit for issues of EDI for the entire campus. As the data and recommendations come in from a variety of sources (e.g., Climate Study, Joint Task Force Report, HR Strategist Report, External Review Report), ODI will need to expand dramatically to undertake the many new responsibilities coming on top of existing ones. At its height, there were at least eight full-time positions plus graduate assistants and occasional contractual employees. Yet in August 2017, the unit had only two full-time staff, the CDO and an Executive Administrative Assistant, and a small cadre of graduate assistants, a couple contractual employees, and additional staff on overloads or administrative adjustments. We began our work by backfilling existing positions, a task that remains incomplete.

President Loh recognized almost immediately that additional resources would be needed if UMD was to adequately address the many issues of EDI that were raised in the wake of the murder. Initially, he committed \$100,000 to ODI to begin working toward a campus-wide response. In January, he spoke of \$3.8 million set aside for new diversity measures in an interview with the Baltimore Sun (Campbell, 2018).

Overview of Self-study Process

The need for campus-wide external benchmarking and review of diversity and inclusion programs was publicly stated in an email by Worthington to the entire campus on September 7, 2017 (Worthington, 2017). In order to complete a self-study in a timely manner, we decided to begin with the map of Diversity, Inclusion, Equity and Social Justice Assets created by Kevin Allison the previous spring. Allison was an American Council on Education (ACE) Fellow working with President Loh. The map came at the request of Cynthia Edmunds, Interim CDO from January through July 5, 2017. It was the first attempt, at least in recent years, to provide an overview of these assets across campus. We understood Allison's map as an excellent effort. It may not have captured everything, but it did include the major elements.

The map is organized thematically rather than where the various assets are physically located within the university. Identifying organizational location was the first task. We next determined which units should supply additional information. These included academic programs, research units, student support and services, community engagement, and a few others. We did not include some of the of the safety and governance units such as the Department of Public Safety and the ombuds officers. Having identified the units and programs, we then determined the information that would be useful and should be readily available or easily obtained.

On February 2, the requests for information were sent to nearly sixty (60) different campus units, with a deadline of February 23 to submit the data. Given the type of information, we felt a short turnaround was reasonable. It would also encourage brevity.

Most reports arrived on time, several required an extra effort to obtain, and a few never responded. The reports vary considerably in the amount of data and the level of detail. Assisted by three graduate students, we summarized the reports. We attempted to impose some degree of uniformity, but the variety from one report to the next caused variations in the summaries. Allison's map, the organizational structure showing the institutional home for each asset, the assets arranged thematically, and the summaries of the reports are found in the appendix, Report on Diversity Assets at UMD.

The report of the Joint President/Senate Task Force on Inclusion and Respect is complete and will be presented to the University Senate on April 24. Given the visibility of their work and the importance to EDI associated with their recommendations, their report is also included in the appendix.

The third item in the appendix is a preliminary analysis of the data collected in a climate survey deployed earlier in the 2018 spring semester. It is followed by a report from our human resources consultant with information on backfilling positions and projecting needed new positions. Finally, ODI's budget request for fiscal year 2019 (beginning on July 1, 2018) is included.

In sum, the materials for the external review team includes the following:

1. Overview and brief analysis
2. Report on Diversity Assets at UMD
3. Report of the Joint President/Senate Task Force on Inclusion and Respect
4. Preliminary Report on the climate survey conducted during the spring 2018 semester
5. Report from human resources strategist

Brief Analysis

The Report on Diversity Assets at UMD was produced by Kevin Allison from Virginia Commonwealth University during his ACE Fellowship with President Loh during the 2016-17. It was the first and most comprehensive attempt to map our campus diversity assets in the history of the institution. This self-study report, building on the work of Dr. Allison, takes the work to another stage in the process of our campus-level review of EDI efforts at UMD. The report submitted by the external review team will then advance the work to yet another level by offering conclusions and recommendations based on a comprehensive review of EDI assets never before attempted in this institution.

In collecting data from the various EDI assets, we were struck by the variety of assets and their wide distribution within the institution. The quality of many diversity assets is made evident in the individual reports, while others are already highly respected and known to be valuable to the university by their reputation. Even so, the perspective gained from this exercise is only the beginning of any comprehensive understanding of EDI work at UMD. Simply gaining an overview of these efforts is a formidable task. When individuals who are actually engaged in EDI

work at UMD struggle to gain a comprehensive understanding of what we have and what we do, it is no wonder that others are unaware and do not know where to turn to learn more. Other reports underscore the general issue of “not knowing.”

The missions of EDI units run the gamut. Those with the broadest responsibilities tend to be located in the Office of the Provost, in the Office of Undergraduate Studies, and in the Division of Student Affairs. Those in the colleges tend to be generally aligned with fields of study included within their particular college.

There are extremely few articulations of how EDI units relate to one another, or an overarching mission or vision of the university. This theme was also articulated in the recently released Joint President/Senate Task Force Report:

- Diversity programming is not comprehensive and does not have a broad overarching vision.
- There is a lack of coordination between campus units and no central source of information, making it difficult to find information on current diversity and inclusion programming and resources.

One is struck by missing data regarding programming. Both traditional academic programs and so-called nonacademic EDI units and initiatives were asked to provide the name and a brief description of each of their programs. We also asked for the goals or objectives of each and the number of participants. For the nonacademic EDI units, we also asked for key indicators of success. Sometimes, a goal or objective could be gleaned from the description. Numbers were reported sporadically. Relatively few provided key indicators of success. There are many possible reasons why a unit failed to report these data. One could fairly conclude that such data were either not easily assembled, or they simply didn't exist. The sheer number of reports coupled with our aggressive timeline precluded returning to the various units for clarification.

One cannot fairly ascertain from the report summaries precisely which units did not supply all the requested data. For example, the Office of Civil Rights and Sexual Misconduct, and the Lesbian, Gay, Bisexual, and Transgender Equity Center both provided very long and detailed responses. These data were omitted in the process of summarizing due to the exceptional length of their reports. While essential in evaluating the individual units, omitting that data in these cases seemed reasonable for this report due to the overall paucity of these data and the consequent inability to provide any global analysis.

The reports provide an impressive list of key collaborations with off campus entities. UMD is connected to a wide variety of community and scholarly organizations with both our academic and nonacademic EDI units. Collaborations within the university are fairly predictable. Academic units included in this study appear to be dependent on traditional units for affiliate faculty and cross listing of courses. They are concentrated in two of the colleges. Collaborations across major organizational boundaries are less frequent. Nonacademic units also collaborate in fairly predictable ways. Research centers collaborate with related academic units. There is at

least one exceptional example of wide ranging collaboration in this category, the Consortium on Race, Gender and Ethnicity (CRGE). While CRGE is exceptional in the breadth of collaborations, it could be predicted given the interdisciplinary mission of CRGE. Overall, research units appear to be a bit less siloed than academic units, yet still relatively insular.

Collaborations of other types of nonacademic units are also somewhat predictable. There are many examples of EDI units collaborating primarily with other EDI units. One notable exception is the Lesbian, Gay, Bisexual, and Transgender Equity Center which has established liaisons with units as diverse as the University Career Center and The President's Promise, and the Department of Resident Life. These established relationships may explain why Campus Pride highly rates UMD for being among the most LGBTQ+ friendly institutions of higher learning in the United States (Seabolt, 2015).

Surprisingly, there are instances where a lack of collaboration is indicated. For example, there are three (3) different initiatives in support of black male students. They are in the Nyumburu Cultural Center (NYUM) reporting to ODI, the Office of Multi-Ethnic Student Education (OMSE) reporting to Undergraduate Studies (but which formerly reported to ODI until 2017), and the Student Success Initiative within the Office of the Vice President for Student Affairs. NYUM did not cite OMSE or the Student Success Initiative under collaborations. OMSE did not provide any information on collaborations. We are left to wonder if the different programs work in concert or in competition with one another.

Similarly, there are a handful of dialogue programs on campus, including Common Ground (Resident Life), Words of Engagement Intergroup Dialogue Program (WEIDP; Office of Diversity and Inclusion), in addition to a dialogue program run by the Clarice Performing Arts Center, and others. These programs were developed in different units across campus, for different purposes, to serve different constituents, and operate from differing conceptual frameworks, but pursue similar goals, but in the absence of collaborative partnerships and without recognizable communication between the organizers. The Office of Diversity and Inclusion has begun working toward the establishment of a campus-wide dialogue initiative that could bring together these disparate programs under the framework of a Campus-wide Difficult Dialogues Initiative. Under this conceptual framework there will be an effort to build collaborative partnerships that have the capacity to broaden the scope of work on dialogues across campus and increase the impact—building an initiative that will be greater than the sum of its parts. The need for this initiative has also been highlighted by one of the findings and one of the recommendations of the Joint President/Senate Task Force Report:

- Faculty and staff do not have the tools necessary to facilitate dialogue on issues of hatred and bias in the classroom and in the workplace.
- Develop a comprehensive prevention and education initiative on diversity, inclusion, and respect for all members of the campus community that includes content areas such as implicit bias, cultural competency, bystander intervention, and civic engagement. The initiative should draw upon expertise from campus scholars and should be administered by the Office of Diversity & Inclusion (ODI). (p. 24)

During the 2017-2018 academic year, courses fulfilling the Cultural Competence requirement were offered by twenty-four different programs with unique prefixes (e.g., ENGL for English, AASP for African American Studies, etc.). Understanding Plural Societies were offered by thirty-eight programs. These are programs rather than departments as one department may have more than one program (e.g., Women’s Studies, [WMST] and Lesbian, Gay, Bisexual, and Transgender Studies [LGBT] are both programs in the Department of Women’s Studies). As mentioned above, many of these courses are cross-listed. For example, courses in African American, Asian American, and LGBT literatures appear as both English courses and courses within the programs focused on those particular groups. Typically, the home for the course is in the more traditional academic unit, in this case English.

Data from Testudo, UMD’s online schedule of classes, collected in February 2017, show the following number of seats available, the number assigned, and fill rate for all general education courses offered during the 2017-2018 academic year (minus summer courses). For cross-listed courses, each seat is counted only once.

All Diversity General Education Courses, 2017-2018

Fall 2017	offered	issued	fill rate
Cultural Competency Courses	921	773	83.93%
Understanding Plural Societies Courses	7,767	6,524	84.00%

Winter 2018	offered	issued	fill rate
Cultural Competency Courses	175	110	62.86%
Understanding Plural Societies Courses	1,104	664	60.14%

Spring 2018	offered	issued	fill rate
Cultural Competency Courses	875	747	85.37%
Understanding Plural Societies Courses	6,780	6,298	92.89%

While the fill rate may indicate sufficient seats for the diversity requirement, a deeper analysis would likely show that the summary numbers alone do not tell the whole story. Also, the impact of this requirement on a broader diversity agenda would also require a deeper analysis. They undoubtedly support a sense of belonging for students with the relevant social identity, but they may have limited impact on students without those identities. For example, an LGBTQ+ student may find a home and develop academic interests in LGBT Studies and never venture into any of the other academic programs focused on diversity. Some have called for the general education requirement to “teach tolerance” (de Silva, 2017). In other words, with an increased level of scrutiny regarding the frequency of hate-bias incidents and dissatisfaction with the campus response to them, there have been a number of proposals to directly tailor the diversity requirements in the undergraduate general education curriculum to foster greater

competencies (awareness, knowledge and skills) to interact with others without bias and discrimination (intentional or unintentional).

While the Office of Undergraduate Studies is responsible for the General Education Program, responsibility for the development of specific courses is diffused throughout departments, programs, and individual faculty members. In 2014 and 2016, the Office of Undergraduate Studies and ODI worked together to provide incentives for two cohorts of faculty to develop new courses to fulfill the cultural competencies requirement in an effort to expand the number of courses offered to satisfy this requirement. They jointly offered seminars on the development of the courses with economic incentives to complete the process—from successfully developing a course to receiving approval to fulfill the cultural competence requirement to offering the course and completing an evaluation once the course was completed. The program was short-lived, in part because the senior administrator who initiated the program left her position, and in part due to challenges related to the administration, funding and resources to support the program.

For nonacademic units, we requested data on two key resources, space allocation and budget totals for fiscal year 2018. For space allocation, the majority did not report on square footage. Exceptions include those who occupy a whole building, such as NYUM and the Center for Young Children (CYC). Other exceptions are more difficult to explain. When reported, space allocation does not appear to be generous and is frequently tight. Two examples of especially small allocations given the nature of the units are ODI and Academic Achievement Programs (AAP).

Reports on budgets reveal that some units have significant resources derived primarily from outside the university. The most dramatic examples include the Center for International Development & Conflict Management (CIDCM) with about 97% of their budget from outside sources, the Maryland Population Research Center (MPRC) with about 93.5% from outside sources, and the Center for Minorities in Engineering (CMSE) with either 87.5% or 82% from outside depending on how one calculates additional support from their dean. These centers all received research funding and are located within colleges. Reports from nonacademic units, especially those with a broad EDI mission, have little or no funding from outside the university. Their budgets are typically small in relation to their functions. ODI has proposed an organizational plan to hire a development officer within our office to pursue external funding from donors, foundations, and other sources. The Nyumburu Cultural Center (part of ODI) has also proposed to hire a staff member with primary responsibilities for alumni relations and donor development, but at this time the search has not been approved.

Conclusions

UMD has many outstanding units focused on EDI, yet it is difficult to know who is doing what. The old adage seems applicable: “The left hand doesn’t know what the right hand is doing.” The formidable task of gathering data on EDI units speaks to the need for better information sharing. This issue is also evident in the other studies provided. We do not have a particularly

coherent approach nor are we very good about sharing information. From the Joint President/Senate Task Force Report:

- There is substantial concern with the way the administration communicates with audiences and the tone it sets when hate/bias incidents occur on campus.
- Despite numerous administration efforts in recent years to address diversity and inclusion on campus, there is a lack of transparency in how the campus handles hate/bias incidents that gives the impression nothing has been done.
- Students, in particular, are frustrated that they hear about hate/bias incidents from outside sources before they receive information from the University.
- The University does not fully appreciate the importance of social media when communicating information about incidents.
- There is a lack of coordination between campus units and no central source of information, making it difficult to find information on current diversity and inclusion programming and resources.

The scattered locations of EDI units and the lack of any articulation of how units relate to the university's overarching EDI mission or goals indicate problems associated with decentralization, fragmentation, and silos. One can point to outstanding EDI units, but we are left wondering how or if they add up to any cohesive university vision. Their scattered nature indicates no consistent reporting or accountability. Until recently, ODI has provided mostly symbolic leadership for EDI efforts on campus, with limited funding and diminished capacity due to be short-staffed—nevertheless, the commitment from President Loh to infuse new resources may help to elevate the level of the office beyond symbolism to a fully functional campus-wide division with the capacity to increase the scope and impact of EDI services, form collaborative partnerships through a network of EDI units on campus, and provide a centralized location for the communication of EDI activities, events, programs, and initiatives at UMD.

With so little reporting on goals or objectives of programs, key indicators of success, and number of participants, it is impossible to begin assessing with any precision the collective value of these programs or units. We simply do not know the outcomes for individuals who participate in most of these programs, or their collective impact in advancing EDI at UMD as a whole.

EDI assets associated with specific research tend to be amply funded from outside sources. Assets with a broad EDI mission tend to have little to no outside sources of income and, given their mission, they are under resourced by the university. This breeds a competitive culture and can easily lead to a zero-sum game for adequate funding.

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June 22, 2018

President Wallace D. Loh
University of Maryland
7901 Regents Dr.
College Park, MD 20742-6105

Dear President Loh,

On behalf of the Diversity and Inclusion External Review Team, please find the final copy of the *University of Maryland External Review of Diversity and Inclusion Report* attached. It is based on our analysis of documents and interviews with key University stakeholders between April 25-27, 2018. Our hope is that the report will be helpful to you and your leadership team as you forge new directions for diversity, equity and inclusion at the University. As requested, this document is being shared only with you and Senior Vice President and Provost Rankin for your decision regarding how it might be shared and used.

As we concluded in the report, Provost Rankin, Assistant President and Chief of Staff Eastman, Interim Associate Provost Worthington, and members of their respective staffs were extremely helpful in preparing us in advance of the visit, and hosting us while on campus. Frankly, everyone we met provided personal and professional insights regarding the strengths and challenges of the campus that were valuable to our review. We came away from the campus with a common belief that the community cares deeply about the University and that they welcome the opportunity to make it stronger in every way.

We were especially pleased with our meeting with you. You provided additional context and information needed for us to consider the full scope of issues as we conducted our analysis. We also left with a strong sense of your commitment to this work and your analysis about how you thought the institution should proceed.

Finally, each of us would like to thank you for the invitation to be part of the External Review Team. We collectively learned a great deal about the good diversity and inclusion work at the University of Maryland. The visit also provided organizational models for us to consider as we pursue our individual work. We wish you and the rest of the University of Maryland community all the best as you move forward.

Sincerely,

-R

Dr. Nancy "Rusty" Barcelo

Enclosure

Cc: Dr. Alma R. Clayton-Petersen
Dr. William B. Harvey

UNIVERSITY OF MARYLAND

External Review of Diversity and Inclusion Report

Dr. Rusty Barcelo
Dr. Alma R. Clayton-Pedersen
Dr. William B. Harvey

June 22, 2018

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I. INTRODUCTION AND CAMPUS CONTEXT

The University of Maryland College Park (UMD) is a public, land-grant research university that is fully accredited by the Higher Learning Commission and holds membership in several national associations, including the Association of American Universities (AAU), the Association of Public and Land Grant Universities (APLU), and the Association of American Colleges & Universities (AAC&U). The institutional members of these associations range from elite research universities to a wide range of two- and four-year colleges and universities that focus on the quality of the curriculum and student learning outcomes. This reveals the expansive reach of UMD. The University's website offers the following self-description:

The University of Maryland, College Park is the state's flagship university and one of the nation's preeminent public research universities. A global leader in research, entrepreneurship and innovation, the university is home to more than 40,000 students, 10,000 faculty and staff, and 352,000 alumni all dedicated to the pursuit of Fearless Ideas. Located just outside Washington, D.C., we discover and share new knowledge every day through our renowned research enterprise and programs in academics, the arts and athletics. And we are committed to social entrepreneurship as the nation's first "Do Good" campus.

As one of the nation's premier higher education institutions and an academic innovator, UMD has a rich tradition of advancing diversity both in the academy and the larger society. This was affirmed in the 2010 strategic plan, *Transforming Maryland: Expectations for Excellence in Diversity Inclusion*. The document states:

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. (pg. 6)

Eight years later President Loh reaffirmed this goal in light of challenges being raised nationally about equity, diversity, and inclusion issues. These issues range from outreach and retention of the historically underserved and underrepresented; to growing incidents motivated by hate and bias; to an unfortunate murder on campus. All of these factors contributed to President Loh creating the Joint President/Senate Inclusion and Respect Task Force (hereafter the Joint Task Force), which was charged with reviewing equity, diversity and inclusion concerns. It was specifically asked to:

... consider our existing practices, and develop a comprehensive plan for initiatives on prevention and education, improving campus climate, responding to incidents motivated by hate and upholding the pillars of academic mission with legal guidelines. (pg. 1)

In this statement President Loh underscores the importance of insuring consistent, ongoing and effective leadership for equity, diversity and inclusion (EDI) efforts at the highest level. He announced in 2016 that he would be creating a cabinet level position of Vice President for Diversity and Inclusion. The position is to provide collaborative leadership across campus units to develop, initiate, and coordinate EDI efforts related to the UMD's mission, and to advise the University.

On July 6, 2017 Dr. Loh appointed Dr. Roger Worthington as Interim Associate Provost to lead this work and develop a plan for the proposed VP position and office structure. Among the plan elements were:

- a) a climate study (which was recently completed);
- b) enhancements in professional development; coordination of EDI efforts; enlistment of a team of national diversity thought leaders to explore research projects for the newly created diversity institute (October 2017); and
- c) invitation to an external review team to identify the strengths and challenges EDI efforts at UMD.

Three nationally recognized individuals were identified by Dr. Worthington to serve as the External Review Team (ERT), Dr. Nancy "Rusty" Barcelo, Dr. William B. Harvey and Dr. Alma Clayton-Pedersen. The team members collectively have amassed more than one hundred years of experience in higher education, including holding positions as Chief Diversity Officers at four flagship research universities, vice-presidencies at two national higher education associations, and the presidency of a publicly funded college.

At this point, UMD is responding to the rise of campus violence and hate speech nationally, which has prompted an expressed sense of vulnerability to attack on the campus. By undertaking this review, UMD is recommitting to its previously articulated goals of equity, diversity and inclusion as hallmarks of success and excellence. With the appointment of a Vice President for Diversity and Inclusion (VPDI) and the many efforts underway, UMD will be at a comparable level with its peer institutions. Efforts that are now in progress will contribute to reimagining EDI efforts at UMD and will serve as an important step toward healing from the recent acts of intolerance and violence. It was clear to the ERT that there remains much residue following the murder on campus of Lt. Collins last year. Although the

interviews revealed a profound sense of optimism, there is also skepticism about whether proposed changes to restore a sense of safety will actually occur. As such, we are grateful to the scores of individuals who met with us to share information and perspectives to advance this very important work.

We have reviewed all of the materials provided and had many conversations across the campus community. These observations provided a unique opportunity to conduct an in-depth analysis of the current and aspirational equity, diversity and inclusion (EDI) work across the University. Consequently, we unanimously agree that UMD can address the challenges of inequity, prejudice, discrimination, and exclusion that have prevailed at UMD in new and innovative ways. As indicated in the various reports, the commitment and desire from the administration, faculty, staff and students that signal the possibility of UMD being uniquely poised to reclaim and advance beyond its previous position as a national higher education leader in EDI. Described below are the remaining four sections of the Report.

The Review Process comprises Section II. It details: the steps undertaken to conduct the review, the questions intended to guide the review, the analysis of individual and group meetings, and the review of documents. Sections III and IV—*Observations and Recommendations respectively*—seek to describe our observations in six (6) areas and then link those to a set of overarching considerations for action in the *Recommendations* section.

Our observations are all based on the readings and onsite interviews. The recommendations flow from those observations and our collective knowledge of effective and promising practices in EDI work. We provide in Section V *Conclusions* a brief summary and remarks. Our hope is that the review will complement the findings of the President/Senate Joint Inclusion and Respect Task Force Report (hereafter the Joint Task Force Report). We also hope that the report assists UMD in achieving its aspiration of being a national model of excellence in equity, diversity and inclusion as it strives to create a campus-wide environment that is rich in diversity, inclusive, and supportive of all of its members.

We are impressed with the policies, programs, and the human and fiscal resources that are dedicated to achieving UMD's EDI goals. Yet, we also understand that complete realization can only be assessed accurately, despite good intentions, when the University moves forward to fully implement its strategies.

We made reference to UMD's membership in a number of national higher education associations because we are convinced that UMD could recapture and advance its previous leadership role in equity, diversity and inclusion

strategy and success by leveraging its membership in them. We are convinced that by using internal *and* external collaborative approaches to the institutional-level EDI work, UMD can accomplish its goal of national acclaim. By acting collaboratively within the campus and with outside others, UMD can address the national cynicism towards the nation's long history of attending ineffectively to differences among the people that have led to the current state of affairs.

The racial/ethnic, immigrant, LGBTQ, and other historically underrepresented communities in higher education are increasingly being marginalized and attacked simply for being who they are. These realities underscore the urgency of the University's efforts to rethink and intensify its EDI efforts. The long history of cooperation and collaboration within the *Committee on Institutional Cooperation* (CIC) of the Big Ten Academic Alliance makes it especially relevant and poised to serve as a conduit for recommending collaborating with this entity. There is high potential to gain both strength in numbers and the resources to advance the work in collaborating with this and other associations. And, that filling the cabinet-level position internally will create the synergy needed to make UMD a distinctive leader in EDI strategy and effectiveness. We elaborate on the leadership role that UMD can play to move the country in a more positive direction with strategic actions and supports in our recommendations.

II. THE REVIEW PROCESS

The external review was conducted from April 25 - 27, 2018. President Wallace Loh and Senior Vice President and Provost Mary Ann Rankin elaborated in their letter outlining the charge to the ERT. They requested that we assess the impact, effectiveness, coordination, structure, and organization of, and the resources for equity, diversity, and inclusion efforts across the University. The ERT focused its review on the broader integration and coordination of EDI work across multiple units and programs to determine their impact on the campus as a whole. We also reviewed the impact of other units' efforts on behalf of diversity, equity and inclusion.

The ERT conducted interviews with a broad range of individual and group campus constituents. The agenda for the review is included as Appendix 1. Preparation for the task included reviewing the following reports:

- *Inclusion and Respect at the University of Maryland;*
- *Preliminary Report of the Comprehensive Campus Climate Assessment for Equity, Diversity, and Inclusion at the University of Maryland;*

- *Equity , Diversity, & Inclusion at the University of Maryland Self Study Report;*
- *Institutional Programs of Cultural Diversity Annual Progress Report 2016-2017;*
- *Fulfilling Commitments: A Structured Approach to the University of Maryland's Transition to a Division of Equity, Diversity and Inclusion; and*
- *Transforming Maryland: Expectations for Excellence in Diversity and Inclusion.*

Additional materials, including budgets, policies and program level reports, were provided on-site. All of these materials were reviewed and considered by the ERT in writing this report. These materials assisted the team in formulating three basic questions to address the charge as outlined by the President and Provost that we believed would encompass the questions President Loh and Provost Rankin provided.

The agenda established for the review team arranged for meetings – together and separately - with a broad range of individuals and groups that represented students, faculty, staff, deans, and senior administrators. The process generally adheres to the guidelines established by Senate document 00-01-134Z entitled **Policy on the Review of Academic Units**. The ERT was very impressed with the candor and honesty of all the individuals and groups with which we met. They expressed a belief that the external review was important in order to move forward while also building on the past.

Outlined below is a brief description of the team's charge, a set of common questions asked during interviews, the materials reviewed prior to the visit and a brief description of their content. Additional materials received by the ERT while on campus are not listed. However, all documents received were reviewed and considered in the development and details of the observations, recommendations and conclusions offered in this report.

External Review Charge and ERT Questions

Provost Rankin presented the team with a total of eleven questions for consideration as part of charge for our review (see Appendix 2 for the full list of questions). From among these questions, there were three that were identified as priorities to address specifically. They included:

1. How can we optimize the equity, diversity, and inclusion efforts at UMD to have the greatest impact and effectiveness?
2. How does UMD compare to its peer institutions with respect to campus initiatives and programs to promote diversity, equity, and inclusion?

3. What would it take to become a national model for [equity] diversity and inclusion?

The ERT sought to provide a common set of questions for the individual and group meetings. Thus, whether we met separately or as a group with campus constituents, three (3) guiding questions were posed to the interviewees and listed below.

1. What are strengths and challenges with regard to equity, diversity and inclusion at UMD?
2. What do you see as the vision for Office of Diversity and Equity (ODI)
3. What would you like to change?

Together the six (6) questions guided the interviews and the document review processes. While responses to the questions regarding strengths, challenges and vision varied from session to session, they provided an important overarching framing for the team and the review. The ERT's questions also provided a general means to address many of the remaining eight (8) questions posed by the Provost. The insights gleaned from the materials and the respondents are interwoven throughout the *Observations* section of the report.

Materials Reviewed

The depth and breadth of the University's commitment to equity, diversity and inclusion (EDI) is evidenced by the sheer number of initiatives, organizational structures and resources—human, physical and fiscal—dedicated to the work of making excellence inclusive. These efforts are documented in the material provided for review. Especially important in this regard is the **Transforming Maryland: Expectations for Excellence** diversity plan. It offers guidance that is more thorough and detailed than seen in other institutions' plans. Since 2010 it has provided critical guidance to the campus in its quest to serve equitably the citizens of Maryland and beyond.

Similarly, the Preliminary Report of the Comprehensive Campus Climate Study for Equity Diversity and Inclusion at UMD reveals that there is still work to be done to achieve the ideals articulated in Transforming Maryland. Although preliminary, this climate assessment already pinpoints areas where there are wide disparities between groups in their campus experience. It offers insight into what needs to be better understood. The work ahead is to develop consensus about the means by which these disparities in constituents' campus experience are addressed and assessing if the actions taken make a difference over time.

The **Equity, Diversity, and Inclusion (EDI) at the University of Maryland: Self-Study Report** offers: a historical analysis of the environment for EDI work at UMD; a comprehensive list and description of the work of the various Offices that are engaged in the EDI work; a review of diversity in the curriculum; a review of the implementation of Transforming Maryland plan mentioned above; and an overview of its self-study process. This document offers an up-close and realistic assessment of the accomplishments of EDI programs and the needs for the future.

The Report on Diversity Assets at the University of Maryland (2017) not only offers descriptions of the programs and initiatives underway, but also key collaborators, and space allocations. Also, budget allocations for many entities were provided. This is among the most comprehensive reviews compiled into a single document of EDI assets of a major University that the team has seen. Its overview, entitled *Diversity, Inclusion, Equity and Social Justice Assets Map* offers a visual representation of all the EDI work that makes it easy for the community to recognize the enormity of UMD's commitment, but also the complexity of managing, assessing and communicating all of the work being done to the campus and larger communities. The 2-page overview of the assets is included as Appendix 3.

The team's list of pre-reading also included the **Inclusion and Respect at the University of Maryland** report authored by the Joint Task Force. It offers recommendations for a comprehensive diversity and inclusion initiative in nine areas and calls for the resources to enact their recommendations. Their recommendations are drawn from the Joint Task Force's review of diversity-related initiatives, current practice, scholarly research, issues and concerns expressed by the community and their findings.

The challenge of the existing structure of the Office of Diversity and Inclusion (ODI) is outlined in **Fulfilling Commitments: A Structured Approach to the University of Maryland's Transition to a Division of Equity, Diversity and Inclusion**. It offers five (5) recommendations including reorganizing the office into a division over a three-year period to achieve economies of scale and resources, and greater synergy across the many initiatives currently underway at the University.

In addition to these documents, the ERT received several other pieces of information from leaders of various offices to further inform the Review process.

The ERT appreciates the thoughtfulness of the various individuals and groups that participated in generating and gathering the information to help us

obtain a truly comprehensive understanding of the equity, diversity and inclusion (EDI) work at UMD.

III.

OBSERVATIONS

UMD has long history of being viewed as a national model for diversity. The University has evolved significantly since its construction by slaves and adherence to racial segregation into the 20th century. With the coming of the Civil Rights Act of 1964, the University, like others throughout the country, initiated efforts to diversify the institution. UMD soon became a national leader due to the strong leadership of the Presidents, three of whom have been people of color. To our knowledge, only one other predominately white, major research university in the nation can match this appointment record.

A strong desire was expressed by many, starting with the President, to regain the University's national status as an EDI advocate as it works to enhance its efforts. We were pleased to learn that there is representation of individuals from broadly diverse backgrounds who have been at UMD during most of their careers, if not entirely, because of this rich history and commitment to diversity. While they expressed concerns, they believed the potential to do more compel them to remain at UMD and engage in the effort to do more.

The team's *Observations* are framed within six (6) major topics that emerged consistently from our review of reports and interviews. Specifically, the topics and themes include the following:

1. Communication and Transparency
2. Professional Development and Education
3. Collaboration and Coordination
4. Resources/Development—Fiscal/Human/Physical
5. Accountability
6. Leadership

It is important to note that several of these topics are consistent with the findings in the Joint Task Force Report. Consequently, we believe it is imperative to address them for purposes of building institutional capacity and sustainability, and to address the questions posed by the president and provost.

Communication and Transparency

More effective communication and administrative transparency were consistent responses to our three guiding questions concerning strengths, challenges and vision. Comments focused primarily on what appears to be a lack of transparency regarding the status of unresolved issues. These issues included: a) the status of the search for the Vice President for Diversity and Inclusion (VPDI); b) efforts following the Lt. Collins murder; and c) decision-making strategies regarding the allocation and/or reduction of resources to address EDI issues. Interviewees shared concern that beyond the work of ODI, UMD's diversity efforts, in general, seem modest. Some unit employees expressed concern over the limited understandings of how their efforts might be influenced or incorporated with the appointment of a VPDI.

Both academic and non-academic units tended to agree that they often are unaware of what other units are doing. As a consequence scheduling conflicts are created that negatively affect participation. There is a general consensus that restructuring EDI efforts would be a positive step toward enhancing communication.

Following the murder of Lt. Collins, an atmosphere of uncertainty descended on the campus that seems to be evolving into suspicion regarding the administration's commitment to diversity. Part of this attitude reflects confusion regarding certain measures that have been suggested to memorialize Lt. Collins, measures that we understand take into account the wishes of the family. Frustration was also expressed that the previously announced selection of Dr. Worthington to the Vice President's position has not officially occurred. One student leader, when asked what the administration should know regarding the perspective of her peers on this matter, said that the delay was hampering efforts to move the University forward by not having a point person at the senior administrative level, and that if the President didn't follow through, "How can we trust him?"

The issue was raised on several occasions regarding the need to clarify what is meant by the term "diversity," or dismay that there is no standard for what we mean by diversity. For example, Asian Americans are not underrepresented in the sense of racial composition, yet they are still viewed in a racialized context that sometimes leads to micro aggressions. There was some sense that a point person and/or cultural center would help to address their needs. It was not clear from our conversations how the GLBTQ, women and disabilities communities are part of the current diversity mandate. All these groups recognized and appreciated the support of ODI, but that it needed to have more robust financial and staff resources.

Such uncertainties attributed to communication and/or transparency issues can further erode trust. Once lost, trust is difficult to regain especially when messages are inconsistent or not forthcoming in the face of stressful events. This is particularly relevant for communities that continue to suffer disparities from mistreatment, disrespect and outright hostility in the larger community *and* on campus. If left unresolved, this matter will likely affect the recruitment, retention and success not only of students, but of faculty and staff as well.

There was near universal agreement among those interviewed about the need to enhance communication strategies designed to improve coordination and collaboration of EDI efforts. Such resources are critical to create the institutional capacity to sustain and evolve the work over time. The interviews also indicated, especially among the academic representatives, that it would be helpful in their planning processes to know who is doing EDI work. They also remarked that it would help maximize their resources if there was more collaboration with those most familiar with the work. They all shared the perspective that the decentralized model of UMD makes it imperative for communication to be a priority.

These observations suggest that clear articulation of the EDI goals and the human resources assigned to achieve them must be clearly communicated to the community, both on and off-campus. Effective communication is critical to gaining broad engagement in articulating and achieving the goals that EDI efforts seek to accomplish. These human, fiscal, physical and knowledge resources support the means to accomplish UMD's EDI goals.

There also was recognition of the progress the institution has made on regarding diversity. Interviewees cited such examples as every search committee having diversity representation, new education and professional development efforts by Human Resources, and ADA services.

Professional Development and Education

There was wide-spread support for new professional development and education efforts for the Office of Diversity and Inclusion. Also expressed was a need for efforts to educate and prepare students for a diverse world, and to raise awareness among staff and faculty of the needs of diverse students and increase their knowledge of how they might be served. There was general agreement that there are good efforts in place for professional development and education. However, there also was concern that such efforts were not always consistent or sustainable, and that it was difficult to

discern if there was a comprehensive and effective professional development plan to address issues from sexual misconduct to acts of racial intolerance.

Collaboration and Coordination

There was consensus among the individuals and groups that met with the team that the University operates in a highly decentralized manner. Yet, the Joint Task Force Report noted that:

The University should work to achieve a balance between centralization and decentralization of equity, diversity, and inclusion efforts on our campus. Efforts to achieve equity, diversity, and inclusion are the responsibility of the entire campus. (pg. 26)

Adoption of such a view by the entire campus requires both intentional collaboration and effective coordination. Establishing deep knowledge and operational collaborations across the various elements of the campus EDI work will likely have many positive community outcomes and very few negative ones. Some evidence of this is shown through the coordination efforts that already exist in the Diversity Officers' Network. However, the Office of Diversity and Inclusion (ODI) Self-study report found a lack of articulation of how units relate to the University's overarching EDI mission and goals, and identifies a need for a coherent university vision.

The ODI serves as a coordinating, catalytic unit for planning, action, and policy development across the campus, and also executes some specific responsibilities within the office. Clearly, one of the most notable aspects of the review was the support, and even gratitude, that was expressed for the leadership that has been shown by Dr. Roger Worthington during his short time as the Interim Associate Provost for Diversity and Inclusion.

The university has devoted significant resources to the EDI work. Yet, it has fallen short in the more difficult task of establishing coordination, collaboration and coherence across its efforts to achieve economies of scale. A well-considered development plan to establish innovative initiatives that focus on the element of coherence around this work will promote changes that enhance UMD's EDI efforts and increase revenues. A limited effort will continue to be what has referred to as "*islands of innovation with few bridges between them*" (Carol Schneider, President Emeritus AAC&U).

Resources

Resource allocation and distribution can be complicated, and sometimes divisive, in any complex organization. This is particularly so when a new unit

is being created or an existing unit is assigned additional responsibilities. The elevation of the Associate Provost for Diversity and Inclusion to a cabinet level position with the title of Vice President obliges a review of the human, financial and physical resources currently assigned to the unit to ensure that it can successfully carry out the additional duties that it will be executing.

In the case of the new Vice President for Diversity and Inclusion (VPDI), the position should operate in a manner that the administrative engagement crosses the standard vertical sectors that other institutional Vice Presidents are most likely to operate. For example, the Vice President for Finance can focus his attention on fiscal matters and concerns; the Vice President for Student Affairs is able to focus her efforts and those of her staff on issues that affect student life and learning. The VPDI, on the other hand, will need to engage in horizontal administration, working across the existing administrative units and with the other Vice Presidents as they carry out their assigned duties. At any given time, the VPDI might be working with the Provost on curricular expansion and reform; with the Vice President for Advancement on effective fund-raising strategies to support EDI initiatives; and with the Vice President for Student Affairs on creating diverse student-led discussion groups to improve the campus climate and address stereotypes that students may have brought with them from their respective communities.

With these considerations in mind, the various funding proposals that have been generated for discussion and possible implementation can serve as starting points to reach an understanding of what is an appropriate and acceptable allocation of human, financial and physical resources for the VPDI as this person initiates the recently expanded position in the Fall of 2018. A plan for staffing and funding the ODI must also be approved that will reflect the further growth and refinement of responsibilities that will be incorporated in future years. Some examples might include:

- a) active participation in the recruitment and retention of diverse faculty and graduate students;
- b) creation of effective outreach programming to the Prince George's communities for recruiting and public relations purposes; and
- c) connections with prominent alumni from historically marginalized groups to assist with both national undergraduate recruitment, and potential expansion of the pool of financial contributors to the University.

In the meeting with the review team, President Loh referred to the significant amounts of money that the University currently expends for a broad range of EDI activities, events, and services. These investments are

commendable and reflect the serious commitment of the institution to achieving a more diverse and inclusive environment. However, because the responsibilities of the VPDI are vital to reaching and maintaining the level of excellence to which UMD aspires, appropriate and necessary resources must be provided and sustained whether they are new, reallocated, or raised from external grants.

While there is always a limit to the availability of institutional resources, effectively and appropriately funding the ODI will likely facilitate a set of collaborative engagements across the campus. This will result in various other units actually needing fewer of their existing resource allocations to develop and promote diversity and equity initiatives within their areas of responsibility. Thus, the VPDI and the Office staff will be able to function better as catalytic agents. They could then use their expertise to encourage, facilitate, and support important initiatives that would benefit parts of the campus community in some cases and the entire campus in others. Thus, the opportunity for the ODI to maximize its impact and enhance the campus atmosphere has a direct relationship to the level that it is appropriately resourced.

Additionally, seeking external grants to fund research on institutional-wide EDI efforts does not seem to be pursued similarly as other types of research. Yet, if the EDI work is considered similarly, success may generate the resources needed to build a more coherent and collaborative structure of support for the work. It will be prudent for the University to pursue such grants in ways consistent with other resource pursuits. This may be particularly appealing to funders at this particular point in time in the U.S.

Throughout many of the discussions there was concern about limited resources to achieve goals. For example, there was concern that current program like DACA, African American Cultural Center, the GLBT Center and other areas were under staffed and funded to accomplish goals. In fact, several individuals mentioned that academic lines in ethnic study related programs were often lost. This seems to have negatively affected morale and contributed to distrust of the "administration."

Given that many institutions are struggling with these issues, there has been a move to partner with their alumni associations and Foundation offices to enhance development effort for increased scholarship opportunities, programmatic support, endowed professorships, and diversity efforts to name a few. An outstanding example of this would be the University of Washington that has had a well-established development effort underway since 2005.

Accountability

In a highly decentralized institution such as UMCP, clear measures of accountability are likely to result in more efficient procedures and practices. The Office of Diversity and Inclusion is expected to shoulder the responsibility of providing leadership, vision, and direction to the University in all matters that relate to equity, diversity and inclusion (EDI). It must also exercise creativity and thoughtful consideration to help identify ways in which appropriate measures of accountability can be implemented across the institution. The discussions held by the review team with the Vice Presidents and Deans provided a high level of confidence that they are not simply prepared for, but are actually looking forward to collaborative interactions with the Vice President for Diversity and Inclusion that will result in effective actions within their own respective areas to enhance diversity and inclusion in measurable ways.

A notable example can be seen in the A. James Clark School of Engineering (SOE), where Dean Pines has been able to increase the diversity of both faculty and students through the use of timely and effective personalized outreach by him and other SOE representatives. This situation contrasts markedly with schools and colleges of engineering across the nation, where race and gender remain stubborn and serious constraints to increasing the diversity among both faculty and students. Dean Pines and his team have utilized a proactive recruitment approach that is complemented by feeder programs that use early identification of talent programs. These efforts identify and engage individuals who they believe can bring added value to the academic programs and the social environment within the School. The success of this approach bears repeating in other units as well. The VPDI will be positioned to assist other Deans in developing approaches that resonate within the particular nuances of their own student and faculty populations.

The reality of academic environments is that some parts of the institution are more change-averse than others. Where circumstances exist within the institution that indicate covert opposition to EDI efforts, they are stumbling blocks to making progress and they must be addressed. It may prove necessary to incentivize a reversal of these efforts, and support from the highest levels of the administration of the VPDI efforts to interface with each unit to create plans and actions that can move the University forward and succeed in achieving stated institutional goals. Different tactics may be necessary to recognize and honor the broad range of options for success across academic and administrative areas within the university. Pragmatism notwithstanding, each unit must ultimately be held to an established, predetermined measure of success in reaching goals that correlate with the

larger vision of institutional success. This ultimate reality cannot be compromised when it comes to EDI matters, any more than it would be in matters related to academic quality or fiscal growth and integrity.

Institutional accountability is usually considered to be vested in the administrative and faculty ranks. UMD, like its peers, also expect students to develop cultural competence, as it is articulated by the University, and to actually demonstrate it in their campus and subsequent work interactions. The University could convey to its students that it is also their individual and collective, moral and ethical actions that will determine its *actual* commitment to reaching the goal of equity for all members of the community. Led by the VPDI, and joined by all other relevant administrative and faculty leaders, the university could challenge students to be intentional and proactive in considering ways that UMD could become more inclusive and respectful in its treatment of all members of the community. The university could also distinguish itself among the colleges and universities nationally by encouraging the students to hold faculty and administrators to the same high standard of behavior and interaction.

One could conceive of a role that would be played by the VPDI in creating a 21st century conception of individual and institutional accountability at UMD. A conception that combines a sense of shared responsibility with mutual insistence on effective outcomes. A national model of intentional, concerted action is desperately needed in the higher education arena; a model that would bring an end to student demonstrations that are fueled by their frustration over differential treatment. In turn, these are often met by half-hearted institutional acquiescence on the least significant measures, resulting in a period of relative calm before the students begin the next round of demonstrations. UMD has an opportunity to be that national model, and the tragic situation of Lt. Collins' death is one factor that might have unexpectedly propelled it into that position.

Accountability is demonstrated through structures that lay out how the EDI work is done and provides motivation to engage in the work effectively. These are needed to avoid the fits and starts that often occur. When individuals or units are separately held accountable, no one is held accountable for the overall institutional impact of the work. Like student recruitment and admissions, if the enrollment target is not met it has ramifications for the whole institution. In EDI work, when goals are not met the campus climate for all suffers—either directly or indirectly. Clear and consistent direction and accountability is needed to address the rising polarization of the nation's citizenry, and to address the legacies of past discrimination and other injustices.

Leadership

It became clear to the ERT following a review of the documents, and interviews with individuals and groups, that the need for broader leadership on behalf of EDI was essential. There was a general sense that there needed to be strong leadership from the "top." There were specific references to the President in terms of there being a clear vision of the goals and how EDI can best be achieved. It was not clear that there is a general understanding and/or appreciation that President Loh and Provost Rankin have taken multiple steps to address growing acts of intolerance, a campus tragedy, and more during the past year.

Specifically, President Loh has made it clear that he is committed to creating a senior level cabinet position Vice President for Diversity and Inclusion to provide leadership and oversight of EDI efforts at UMD. This led to the appointment of Roger Worthington as the Interim Associate Provost for Diversity and Inclusion to assist in the development of the position, enhance the services of ODI, address campus climate, and more. In addition, President Loh with the Joint Task Force with the specific purpose, to:

... review these concerns, consider our existing practices, and develop a comprehensive plan for initiatives on prevention and education, improving campus climate, responding to incidents motivated by hate, and upholding the pillars of our academic mission within legal guidelines.

(Transmittal Issues Summary)

The report was recently approved by the Senate and accepted by the president. It could well become the launching pad for a comprehensive approach to EDI that would engage the entire University. While many believed this to be a positive step there was still concern as to whether or not these efforts would actually come into fruition.

The second level of leadership focused on the overall need to have a VPDI. In fact, there was general appreciation that the president was creating such a position with some reservation given that the initial search was postponed. Most individuals agreed that such a leadership position would serve to enhance collaboration and coordination within a decentralized model. While there was agreement for the position there was also concern that the position/office would centralize diversity efforts. There were also some who questioned why Roger Worthington was not immediately appointed to the position as interim to move forward in a more timely way. Many acknowledged that EDI under Dr. Worthington's leadership had accomplished much during a very short time span from the climate study, to professional development and education efforts, to bringing groups together.

Our observations are consistent with many of those found in the Joint Task Force Report summary section entitled “*What we heard from the campus community*” (pgs. 3 - 4) and listed below. That Report’s clarity of needs, and subsequent means of addressing them, offers corroboration that underscores the areas of observations that the ERT has presented above. Their Report indicates:

- Despite numerous administration efforts in recent years to address diversity and inclusion on campus, there is a lack of transparency in how the campus handles hate/bias incidents that gives the impression nothing is being done. [*Communication and Transparency*]
- Diversity programming is not comprehensive and does not have a broad overarching vision. [*Accountability*]
- There is a lack of coordination between campus units and no central source of information, making it difficult to find information on current diversity and inclusion programming and resources. [*Collaboration and Coordination*]
- Substantial concern with the way the administration communicates with audiences and the tone it sets when hate/bias incidents occur on campus. [*Communication and Transparency*]

IV. RECOMMENDATIONS

The Observations section above sought to highlight the University’s challenges and compare them with the larger high education context related to equity, diversity and inclusion. We use the themes reported in our observations as a template for the structure of the Recommendations offered below. These recommendations provide specific actions that can be taken to address the observations given above. These are addressed in the following order.

1. Communication and Transparency
2. Professional Development and Education
3. Collaboration and Coordination
4. Resources/Development—Fiscal/Human/Physical
5. Accountability
6. Leadership

Although these categorizations have some overlap, we present them discreetly so that the UMD community can link the ERT's observations with the recommendations offered.

As with our observations, our recommendations support those of the Joint Task Force Report. Listed below are some of the specific recommendations in that report that align with areas covered in our recommendations. By linking these two reports the campus will be better able to envision ways to address the observations and recommendations offered in these Reports and others.

- Use the ODI website as a central resource for information about diversity-related programming, events, policies, data, climate reports, and reporting processes, as well as resources related to free speech, expression and demonstrations on campus. [*Communication and Transparency*]
- Develop a strategy for communicating information related to equity, diversity, and inclusion that is transparent, timely, and responsive to the concerns raised by the campus community. [*Communication and Transparency*]
- The University should develop a comprehensive prevention and education initiative on diversity, inclusion, and respect that involves all members of the campus community (faculty, staff, and students). The initiative should include a broad vision for diversity programs for the University and should be overseen by ODI. [*Professional Development and Education; Accountability; Leadership*]
- ODI should:
 - consider developing a diversity-related suite of training options for faculty and staff in partnership with UHR, OFA, and TLTC using existing trainings as a way to develop a more robust program; [*Professional Development and Education*]
 - continue to develop and deliver programming as part of the University's comprehensive prevention and education initiative; [*Professional Development and Education*]
 - work collaboratively with representatives from existing University diversity programs in the development and delivery of the comprehensive prevention and education initiative. [*Coordination and Collaboration; Professional Development and Education*]

President/Senate Joint Task Force Report (pg. 25-26)

Communication and Transparency

Suspicion of ill will diminishes when the institution effectively communicates what it is doing regarding EDI issues both on and off campus. The Report on Diversity Assets at UMD identifies more than 100 large and small, ongoing efforts supported by the University. The extent to which the communities served by the University are informed of these efforts directly affects their perception that EDI efforts are insufficient.

The team recommends that a communication plan be developed to address the prevailing notion that individuals and groups feel uninformed about the status, direction and issues pertaining to EDI efforts and incidents. It is important that such a plan align with the EDI vision and goals of the institution. There is also a need to identify internal and external stakeholders who will serve as liaisons to the various constituents to keep them regularly informed about EDI efforts. This will keep the community informed, and also serve to galvanize their support for efforts such as fund raising for diversity initiatives and research on the practices. Such a plan would be an important step towards: enhancing coordination and collaboration on future diversity initiatives; minimizing rumors and innuendos that are often the seeds of mistrust; and negating comments that institution is not being transparent.

The plan should be inclusive of the many forms of communication from traditional media methods to websites, social media, symposia and regular campus discussions on EDI issues, to name just a few. Effective marketing strategies are also important tools to position new directions and goals for diversity, equity and inclusion work. Examples include supporting and promoting the work of scholars who are doing important research that may aid in developing national policy, and programs like Latino, Asian and African American and Women's Studies. Most importantly, a communications plan could provide consistency of messages and provide a balance between acts of intolerance and successes. At the core of the plan should also be ongoing face-to-face discussions with students, faculty and staff with appropriate campus offices and staff engaged and robustly assessing program impact.

Transparency was closely tied to communication that often focused on not knowing or understanding the processes and procedures related to decision-making. The mechanisms by which mission and goals for diversity are established and implemented were also viewed as ambiguous. Increasing the campus community's knowledge and clarity about earnest efforts to address EDI challenges will likely reduce skepticism and mistrust.

Professional Development and Education

The interest in professional development and education is an explicit recognition of the need to uncover additional effective methods for educating the community, to address acts of intolerance, and to address effectively issues related to EDI.

The ERT recommends that a Professional Development and Education Plan be developed by ODI in collaboration with academic diversity liaisons and Student Affairs representatives. This would provide a comprehensive and sustainable approach for identifying priorities and initiating efforts where there are gaps as well as encouraging collaboration and coordination between the various units. The ODI Self-Study spoke to the importance of professional development efforts as did their colleagues throughout the campus. There was universal agreement that there needed to go beyond Implicit Bias to focusing such as issues from freedom of speech to inclusive teaching practices.

On the academic side, the University should consider developing university-wide, as well as college-focused, academic programming that examines important racial and cultural concerns, with a goal of generating innovative approaches, rather than simply reiterating the problem. For example, “Contemplating Racial and Ethnic Perspectives regarding the 2020 Presidential Election” might be a University sponsored symposium, while the College of Business might develop a program that examines the wealth differential among different racial groups, or the College of Education could analyze the causes of the achievement gap.

For students, the campus might initiate a “common readings” program for freshman students in both the Fall and Spring semesters in which they discuss pertinent materials that address significant racial, ethnic, and cultural issues. These sessions should be structured so as many as possible take place in the residence halls and led by student development professionals as well as faculty from various disciplines depending on the reading topic. Such a program would provide a smaller, yet similar experience to UMD’s successful Living-Learning Program and would broaden student access and expose all new students to living-learning experiences.

For the local community, the University might take full advantage of being located in the most affluent African American county in the United States, which presents countless opportunities for joint student-faculty research projects on a wide variety of topics.

Collaboration and Coordination

The ERT recommends that A President's Diversity Council be appointed, and chaired by the VPDI, to provide oversight of and feedback about EDI efforts. The Council should be representative of functional and academic areas of the University. The Council might use the many reports generated to guide their work, but especially the Report on Diversity Assets at UMD Report and its *Diversity, Inclusion, Equity and Social Justice Assets Map* (given here as Appendix 3). These provide critical pieces of information to identify means of collaborations and coordination across the units. The Council should advise the appointed VPDI by making recommendations about ways to: a) create synergies across these the assets, b) maximize the resources, and c) provide input about means of assessing the effectiveness and outcomes of the many EDI efforts.

This Council's work could include the development of a clear institutional vision of EDI work with goals, objectives, priorities, resources, and assessment mechanisms. Council members should be expected to provide regular updates to their respective areas to enhance communication and transparency. Council members should also consider bringing their unit EDI issues to the Council for discussion. In this way EDI challenges are shared and leaders can obtain broader perspectives on their specific challenges and explore potential means of addressing them.

Resources

The University has devoted significant resources to the EDI work, but there is a need to develop a plan with funding goals and objections that would contribute to collaborative efforts and coherence. A well-defined development plan can initiate changes that will enhance UMD's EDI efforts while simultaneously enhancing revenues. It will be prudent for the University to consider this work in ways consistent with other resource pursuits, particularly at this point in time in the United States.

In addition, resource development strategies could complement state and grant revenue streams. Currently, seeking and acquiring grants for EDI work does not seem to be on par with other types of development activities. Yet, if considered similarly such endeavors could generate some of the resources needed to build a more coherent and collaborative structure of support for the work. It will be reasonable for the University to consider this work in ways consistent with other resource pursuits, particularly at this point in time in the U.S. when many well-resourced Foundations and business entities are concerned about how the nation addresses the challenges of its broadly diverse citizenry.

The institution is reimagining the Office of Diversity and Inclusion (ODI) from its goals, resources and scope to the responsibilities of the newly created Vice President for Diversity and Inclusion. The team recommends that the office be provided human resources either explicitly assigned from the Development office, or located specifically in ODI, to focus on EDI work. The person(s) would focus is on alumni development, planning and raising funds from private and public sources (foundations, organizations, individuals as well as State and Federal agencies) specifically for EDI work institution-wide. It would be especially important for the development officer(s) to work closely with the University Alumni Offices to collaborate on strategies if it is not located in ODI.

To be successful, this effort should be viewed as a complement, rather than a replacement, to institutional advancement efforts. All units that undertake EDI work could be supported in efforts to advance EDI innovations not funded by the University under such an institutional-level umbrella. For example, the GLBT Center, Schools and Colleges, and administrative units could work together with ODI to develop strong proposals that if pursued alone may not be funded; but a comprehensive approach is more likely to be reviewed favorably. This would also place the VP position on par with other leaders of institutional level work. More importantly, the new VP and the ODI work would attain a level of legitimacy as integral elements of the University's overall success. The responsibility for external development work should be incorporated into the VPDI position description along with appropriate resources to be successful.

The appointed development officer(s) should be able to focus on and be successful in identifying and supporting the acquisition of funding for broad range of EDI efforts. Those efforts might range from endowed chairs to scholarships, from faculty professional development to EDI course development, from difficult dialogues to internships focused on diversity in non-profit or for profit entities.

Accountability

It is recommended that a University-wide Equity, Diversity and Inclusion Council is established, chaired by VPDI to advise, monitor progress and provide recommendations about campus equity diversity and inclusion efforts. As such, this Council should be representative of the university and include individuals with the authority to take recommended actions to implementation, evaluation and revision when needed. Appoint subcommittee of the Council to explore and develop accountability measures. Also, the institution should consider budget allocation as an

accountability measure as well as explore other factors such as climate studies.

The Transforming Maryland Diversity Plan could be used as to guide the Council regarding the development of the 2020 - 2030 Diversity Plan. The Council's efficiency and effectiveness is not a given. However, effective leadership provided by the VPDI and a powerful plan will give UMD a much needed collaboration and coordination guide to managing and monitoring the large number of existing and future EDI efforts.

For example, the Council might engage Dean Pines of the School of Engineering to understand how best to establish, support, and assess an institutional process that actively recruits nationally recognized scholars from diverse backgrounds in each of the colleges. This would then move towards the formulation of a critical mass of tenured academicians who could: provide support to one another and mentoring for junior faculty from underserved communities; support for student research in nontraditional areas; and outreach to local communities that are heavily populated by underrepresented groups. When successful, such practices might become an institution-wide effort by providing an effective standard operating procedure by which all hiring officials may be held accountable for implementing.

This does not suggest that such actions would restrict who will be hired. Rather it would provide a set of guidelines that would ensure that hiring officials are held accountable for having done their best to ensure that all hiring processes are truly open. The goal is to address implicit biases that are common across search processes, and to broadly diversify candidate pools when hiring *and* promoting the staff, faculty and administrative workforce.

Leadership

There were very positive comments among those we spoke with about the importance of ODI and all that it has accomplished with limited resources in less than a year under the leadership of Roger Worthington. This was an area that many felt the President had made the appropriate decision to appoint Roger as the Interim Associate Provost with the understanding he would be the VPDI. None knew how the office could support their efforts and needs with what they perceived as a lack of staff and monetary support.

The University leaders should consider and determine the leadership needed for the EDI work in ways similar to decisions about other cabinet level leaders. Senior leaders have a coherent set of goals and responsibilities, as well as specific expected outcomes, including robust assessments to ensure

the goals are achieved. These are adjusted based on previous experience on campus and in previous work. The rationale for a similar role for the University's EDI work is similar in that the leader must comprehensively review of all the work, set expectations for various components elements of the work, and support the work of others to achieve identified goals. The leader must have an adequate set of clearly articulated goals, and appropriate resources, authority, and accountability to achieve the goals.

As a nationally recognized scholar on diversity in higher education and a former CDO at the University of Missouri, Dr. Worthington has deep expertise as both a scholar and practitioner in this arena. It was clear that he has put his knowledge and experience to good use at UMD in working to bring greater coherence across all of the EDI work, and to achieve synergies and efficiencies through collaboration in requesting an external review. This is also evidenced by working across units outside of the official sphere of his responsibilities, arranging for the systematic compilation of Diversity Assets at UMD Report, and developing plans for intersectional work with any unit that is doing EDI work. This is the kind of work that seems to be needed to address many of the issues uncovered in the various reports we reviewed.

The equity, diversity, and inclusion efforts at the University can be optimized to have the greatest impact and effectiveness by the appointment of Dr. Roger Worthington to VPDI prior to the beginning of the Fall 2018 semester. This appointment should come with the appropriate allocation of resources that will allow the unit to provide leadership, coordination, and collaboration to the many existing programs and activities, and to create new initiatives.

There are several reasons why we reached this conclusion. These actions would accomplish a number of UMD objectives including to achieve the following.

- a) Reaffirm the commitment of President Loh to place the University at the forefront of American universities addressing equity, diversity, inclusion substantively, and equity issues as fundamental academic and social concerns. Through this action, the President also would buttress his personal national leadership and reputation in these areas.
- b) Reestablish trust between student leaders and the administration, which at this time appears to be very fragile.
- c) Communicate to the President's cabinet a sense of continuity and acknowledgement that outstanding administrative performance is valued.
- d) Communicate to the academic and administrative leaders that they will continue to have support and partnership as they innovate, initiate and implement EDI initiatives within their units.

- e) Communicate to the faculty that the VPDI position is one in which a high level of scholarly achievement is expected in addition to substantial experience in and familiarity with academic concerns.
- f) Communicate to alumni that a page has been turned and that the tragedy of Lt. Collins death does not pervade the institutional atmosphere.
- g) Demonstrate President Loh's intent to implement the recommendations made by the Joint Task Force.
- h) Demonstrate President Loh's awareness of and responsiveness to the wishes and concerns of a variety of groups and individuals with whom we interacted ranging from the University police, to the college and division diversity officers.
- i) Provide continuity.

We also provide the following general recommendations for consideration. Each is related to one or more of the themes that frame this Report.

General Recommendations

- Develop a robust feeder program in conjunction with the school systems in Prince Georges, Baltimore and Montgomery counties to identify, encourage and support students from underrepresented groups as they are moving through the K-12 systems. This would be an important future enrollments and staffing pipeline for UMD.
- Establish, support, and assess an institutional process to actively recruit nationally recognized scholars from diverse backgrounds at the senior level who could provide support to other faculty and mentoring for junior faculty from underserved communities, support for student research in nontraditional areas, and outreach to local communities that are heavily populated by underrepresented groups.
- A group of new scholars could infuse innovative thinking and programs like a "common readings" program for freshman students in both the Fall and Spring semesters in which they discuss pertinent materials that address significant racial, ethnic, and cultural issues that would engage the entire campus community.
- The University should engage the most affluent African American county in the United States, to explore joint student-faculty research projects on a wide variety of topics. Also, explore a feeder program with the school systems in Prince Georges, Baltimore and Montgomery counties to identify, encourage and support students from underrepresented groups as they are moving through the K-12 systems.

V. CONCLUDING REMARKS

The ERT members were particularly impressed by our conversation with President Loh when he shared his vision of diversity and inclusion at the University. We appreciated his commitment to diversity, equity, and inclusion as a measure of excellence, and his understanding of their relationship to the academic mission of UMD. His experiences as a person of color have afforded him personal insights about the presence of racism in the American academy. Projecting a sense of engagement in this area that was both humanistic and pragmatic, made it clear that President Loh has the capacity and desire to take UMD to new heights—to be an institution that demonstrates how diversity functions as a key element in achieving excellence that could serve as a national model.

The External Review Team is truly grateful to the scores of people who took the time to meet with us and provide their insights. We believe they are committed and interested in working on behalf of equity, diversity and inclusion at UMD. It was clear that they care about establishing a campus climate that provides a place where all can thrive and succeed as students, faculty and staff.

We also want to thank Provost Rankin for inviting, hosting and enabling us to undertake this important work, and her staff for supporting us while on campus. We also thank Dr. Worthington and his staff for recommending us to be part of this important endeavor. A special thank you to the staff of ODI who worked with us to make sure we were properly prepared from travel plans to insuring we had the documents necessary for the review. We leave with hope and confidence that the University of Maryland is moving forward in new and innovative ways.

Wednesday, April 25, 2018

5:30 PM DINNER

External Review Team (Bill Harvey, Alma Clayton- Pedersen, Rusty Barcelo),
Mary Ann Rankin, Michele Eastman and Roger Worthington

Thursday, April 26, 2018

Breakout Meetings

- 8:15-9 a.m. Bill Harvey, Rusty Barcelo, UMPD Meeting
Police Chief Mitchell and Chief of Staff David Lloyd, *Old Maryland Grill*
- 8:45-9:15 a.m. Alma Clayton- Pedersen, OCRSM Meeting
Catherine Carroll, Director and Title IX Officer, Office of Civil Rights and Sexual
Misconduct, 1402 MMH
- 9:15 – 10 a.m. Bill Harvey, Student Leaders, Stamp Union, Calvert 2100

The following list of students have been invited, but not all have confirmed attendance:

Chris Henderson
Naila M Al Hasan
Ishaan Parikh
Zoey Warecki
Michael Goodman
Max Balagtas-Badoy
Samuel Koralnik
Olatomiwa Sobande
Jaime Martin Atilano
Sarah Grady
My-Asia Chaplin
Natania Lipp
Ryan Garfinkel
Ifechukwude Arah
Ajay Mahesh
Clarissa Robinette Corey-Bey
Zach Caplan Karla Casique
Taylor Green
Emmanuel Massalee

- 9:30-10 a.m. Alma Clayton- Pedersen, Advance Meeting
Kerry Ann O'Meara, Professor, Higher Education and Associate Dean,
EDUC 1402 MMH

- 9:30-10:15 a.m. Rusty Barcelo, LGBT Equity Center Meeting
Shige Sakurai ,Acting Director, 2218 MMH
- 10:15 a.m. -11a.m. Alma Clayton- Pedersen, OMSE Site Visit
Christopher Lester, Director
Shaunna Payne Gold, Associate Director
1101 Hornbake Library
- 10:15-11a.m. Bill Harvey, BFSA & Nyumburu Site Visit
Solomon Comissiong, Assistant Director of Student Involvement and Public Relations, Nyumburu Cultural Center
Brandon Dula, Vice President of the Black Faculty Staff Association
Ronald Zeigler, Director, Nyumburu Cultural Center
Anne Reese Carswell, Associate Director, Nyumburu Cultural Center
Nyumburu Cultural Center, 4108 Campus Drive
- 10:30-11:15 a.m. Rusty Barcelo, Resident Life Meeting
Dennis Passarella –George, Associate Director South Campus
Steve Petkas, Associate Director, Student and Staff Development
2411 MMH
- 11:15 a.m. -12: 15 p.m. Alma Clayton- Pedersen , MICA Site Visit
James McShay, Associate Director for the Adele H. Stamp Student Union and Multicultural Advocacy Programs
Brandon Dula, Assistant Director for MICA
Yvette Lerma Jones, Coordinator for Latinx Student Involvement & Advocacy
Kai Kai Mascarenas, Coordinator for Asian American Pacific Islander Involvement & Advocacy
Erica Simpkins, Program Administrative Specialist
Stamp Student Union, Suite 1120
- 11:15-12 p.m. Bill Harvey, Sorority and Fraternity Meeting
Matt Supple, Director
2417 MMH

11:15a.m.- 12p.m. Rusty Barcelo University Human Resources Meeting
 Jewel Washington, Assistant Vice President
 2411 MMH

12:30-2p.m. KEY ADMINISTRATORS LUNCH WITH EXTERNAL REVIEW TEAM
 2111 Main Administration
 Bill Harvey, Rusty Barcelo, Alma Clayton- Pedersen
 Joel Seligman: Associate Vice President for Marketing and Communications
 Linda Clement: Vice President for Student Affairs
 Carlo Colella: Vice President for Administration and Finance
 Laura Anderson Wright: Associate General Counsel, Legal Affairs

Breakout Meetings Continue

2:15-2:45 p.m. Alma Clayton- Pedersen, Ombuds Meeting
 Cynthia Edmunds, Staff Ombuds Officer, Office of the President
 2417 MMH

2-3 p.m. Bill Harvey, President's Commissions
 2411 MMH

2- 3 p.m. Rusty Barcelo, AAPI (Asian American Student Involvement)
 Shige Sakurai
 2308 MMH

2:45-3:15 p.m. Alma Clayton- Pedersen, Faculty Affairs Meeting
 John Bertot, Associate Provost
 2417 MMH

3:30-5 p.m. External Review Team, CDO and Equity Administrators
 Roger Worthington, Chief Diversity Officer and Associate Provost
 MMH 0100

6 p.m. Dinner, External Review Team
 Kapnos, The Hotel

Frfdy prH27, -Q.\$

8:15-9:15 a.m. External Review Team and Senior BFS, Old Maryland Grill
Dean Bonnie Thornton Dill, ARHU
Dean Darryll J. Pines, ENGR
Dr. Stephen B. Thomas, SPHL
Dr. Sharon Lavonne Fries-Britt, EDUC
Dr. Oscar Barbarin, 8505
Dr. Robert T. Jackson, AGNR
Dr. Mary Helen Washington, ARHU

External Review Team Meetings with the Deans: 1119 Main Administration

9:30-10 a.m. Dean Lucy Dalglish JOUR, Dr. Doug Oard, Associate Dean, INFO
10-10:30 a.m. Dean William Cohen, UGST and Babak Hamidzadeh, Interim Dean, Libraries
10:30-11 a.m. Dean Sonia Hirt ARCH and Dean Darryll Pines, ENGR
11-11:30 a.m. Dean Greg Ball, 8505
11:30-Noon Dean Boris Lushniak, SPHL
12-1 p.m. Latinx Working Group, 0118 Main Administration, Lunch provided

The following list of individuals have been invited, but not all have confirmed attendance:

- Gloria Aparicio Blackwell
- Ruth Enid Zambrana
- Yvette Isela Lerma Jones
- Laura M. Bohorquez Garcia
- Nancy Raquel Mirabal
- Perla M Guerrero
- Michelle M Espino
- Britta L Anderson
- Ana Patricia
- Rodriguez Eva
- Canizales Pacheco
- Yanira Pacheco Ortiz
- Christopher Lester
- Ronald W. Luna
- Edgar Moctezuma
- James J McKinney
- Melissa Del Rios

1-1:15 p.m.	Break
1:15-2:15 p.m.	External Review Team, 001 Leadership Team 0118 Main Administration
2:15-3 p.m.	External Review Team Work Time 0118 Main Administration
3-4 p.m.	External Review Team De-brief with Provost Rankin and President Loh President's Office 1101 Main Administration

Questions for the External Review Team
Senior Vice President and Provost Mary Ann Rankin

1. How can we optimize the equity, diversity and inclusion efforts at UMD to have the greatest impact and effectiveness?
2. How does UMD compare to peer institutions with respect to campus initiatives and programs to promote diversity, equity and inclusion?
3. What role should the deans and colleges play in diversity and inclusion programs?
4. Are there significant gaps in programs that we should work to address?
5. What would it take to become a national model for diversity and inclusion?
6. Are there additional programs or exemplars of best practice that you UMD should study for possible adoption or emulation?
7. Are our general education curriculum requirements effective means of improving the campus climate of diversity and inclusion, or should we undertake efforts to improve our requirements and offerings?
8. Is campus leadership doing all that it could to model and implement core values of diversity, equity and inclusion? What more would be helpful/effective?
9. Are campus policies appropriate to deal with current challenges such as hate bias incidents? Is campus law enforcement appropriately represented in responses to campus hate-bias incidents?
10. Is the campus law enforcement adequately prepared to deal with a major incident on campus?
11. Can you cite particularly effective programs for increasing the number of underrepresented minority faculty at junior and senior levels?

Diversity, Inclusion, Equity and Social Justice Assets Map

Academic Programs			
African American	Women's	Native American	Jewish/Meyerhoff Center
Asian American	LGBT	Persian	U.S. Latino Studies
Hearing and Speech Sciences/Clinic/LEAP School		American Studies	
Department of Behavioral and Community Health		School of Public Health	
Academic/Research Centers and Institutes/Academic Assets			
The Consortium on Race, Gender and Ethnicity (CRGE): http://www.crge.umd.edu/research.html			
Intersectional Qualitative Research Methods Institute (IQRMI): http://www.crge.umd.edu/IQRMI/index.html			
Maryland Equity Project (Education): http://www.education.umd.edu/TLPL/centers/MEPL			
Center for East Asian Studies	Judge Alexander Williams, Jr. Center for Education, Justice and Ethics		
Roshan Cultural Heritage Institute, Center for Persian Studies			
David C. Driskell Center	The Clarice	Maryland Population Research Center	
Social Justice Lab: https://umdsocialjusticelab.wordpress.com/			
Maryland Center for Health Equity (Public Health): http://lsp.h.umd.edu/center/che			
Maryland Institute for the Humanities			
Center for International Development and Conflict Management: https://cidcm.umd.edu/			
Library Diversity Advisory Committee/Subject Librarians/Special Collections			
College/School Diversity Initiatives			
Educational/Learnine: Opportunities			
Undergraduate Curriculum (Understanding Plural Societies/Cultural Competence Requirement)			
Global Studies Minor Program		Education Abroad	
Graduate Opportunities		Office of International Affairs	
Faculty/Staff Recruitment and Retention			
Procedures and Guidelines for Conducting Searches at The University of Maryland			
Equity Council	Target of Opportunity Hires	Inclusive Hiring Pilot	Post-Doctoral Program
Faculty and Staff Resources (Professional Development)			
ADVANCE		TLTC Inclusion and Diversity Workshop Series	
Faculty/Staff Student Family and Work Life Assets/Supports			
Lactation Rooms	Elder Care Resources	Child Care Resources	Campus Trans Resources
Planned Child Care Center (0-5)	Center for Young Children (http://www.education.umd.edu/CYC/)		
[See: https://sites.google.com/site/womenumd/services]			
Center for Healthy Families (Department of Family Science)		Counseling Center	Gender Neutral Restrooms Map
Gender Neutral Bathrooms	University Chaplains	Faculty/Staff Assistance Programs	
Affinity Groups			
Black Faculty and Staff	Latino Faculty and Staff	LGBT Faculty and Staff Association	
Alumni Affinity Networks (Latino, Muslim, Lambda Pride, Divine Nine, Black Men, Black Alumni, Asian Pacific American)			

Academic Support and Student Services/ Pipeline and Precollege Programming

Office of Multi-ethnic Student Education (OMSE) Disability Support Services
 Intensive Educational Development Programs (IED) And Student Support Services Program (SSS)
 Educational Opportunity Center (EOC) Summer Transitional Program
 Ronald E. McNair Post-Baccalaureate Achievement Program
 Center for Minorities in Science and Engineering
 Veteran Student Life (http://thestamp.umd.edu/veteran_student_life)
 Women in Engineering Maryland Center for Women in Computing
 National Science Foundation Louis Stokes Alliances for Minority Participation (LSAMP) Program:
<http://www.cmse.umd.edu/lamg>
 Summer Research Initiative: <https://bsos.umd.edu/diversity/landingtopic/summer-research-initiative>
 University of Maryland Incentive Awards Program (IAP)
 Upward Bound/LIFT: <http://www.grecollege.umd.edu/> Career Center
 Office of Graduate Diversity and Inclusion: <https://gradschool.umd.edu/ogdi>
 Maggie Bridwell Center for Women's Health: <http://www.health.umd.edu/womenshealth>
 UMD Counseling Center: <http://www.counseling.umd.edu/>
 Undocumented Student Resources: <http://undocumented.umd.edu/>
 Student Success Office: <http://studentsuccess.umd.edu/> Office of the Bursar: <https://bursar.umd.edu/>

Student/University Community Centers and Institutes

Nyumburu Cultural Center LGBT Equity Center Armed Forces Center

Residential/Living/Learning Communities

Global Communities CIVICUS Carillon Social Change Social Justice Day
 Mixed Gender/Gender Inclusive/Gender Neutral Housing
 Common Ground Multicultural Dialogue Program: <http://reslife.umd.edu/programs/commonground/>

Student Organizations

Multicultural Involvement and Community Advocacy (MICA) 104 Student Orgs

Community Engagement

Maryland Lead Program: http://thestamp12.umd.edu/leadership_community_service-learning/programs/mal?land_lead_program
 Beyond the Classroom: <http://www.beyondtheclassroom.umd.edu/>
 Office of Community Engagement College Park Academy

Compliance (EEO; Title IX and Reporting)/Safety/Addressing Concerns

Office of Civil Rights and Sexual Misconduct Office of General Counsel
 University Human Resources: <http://uhr.umd.edu/affirmative-action/>
 UMCP's Department of Campus Safety
 Ombudspersons (UG, grad, staff, faculty) HR ADA Reasonable Accommodations

Intercollegiate Athletics

Governance and Infrastructure/Climate Process

(Structure; Strategic Plans/Alignment and Integration; Missions; Authority; Resources; Accountability; Monitoring and Responsibility; Climate and Culture; Communications)

COO 001 President's Commissions (Disability; Ethnic Minority, LGBT, Women)
 'Transforming Maryland' 2010 Strategic Plan for Diversity and Inclusion
 Equity Administrators/Diversity Officers/DO Network

Equity Charge Maryland Dialogues "RISE ABOVE" Grants The Thriving Workplace Initiative
 University Senate Equity Diversity and Inclusion Committee
 Diversity Advisory Council President's Student Advisory Council on Diversity & Inclusion

Diversity Recommendations & Commonalities (UMD 2018)

Task Force Report

- Promote Values Statement
- Develop Comprehensive Training & Education Initiatives
- Implement Hate-Bias Protocol, Program & Reporting

- Increase Under-Represented Faculty
- Increase Leadership Transparency

Collaboration & Coordination
Resource Allocation
Leadership & Accountability
Communication
Training & Development

- Design a Professional Development Program
- Create an Advisory Diversity Council
- Create a Feeder Program

- Share Study Findings
- Acknowledge Different Experiences
- Improve And Align Training and Policies

External Review

Climate Study

Transforming Maryland

Expectations for Excellence in
Diversity and Inclusion »

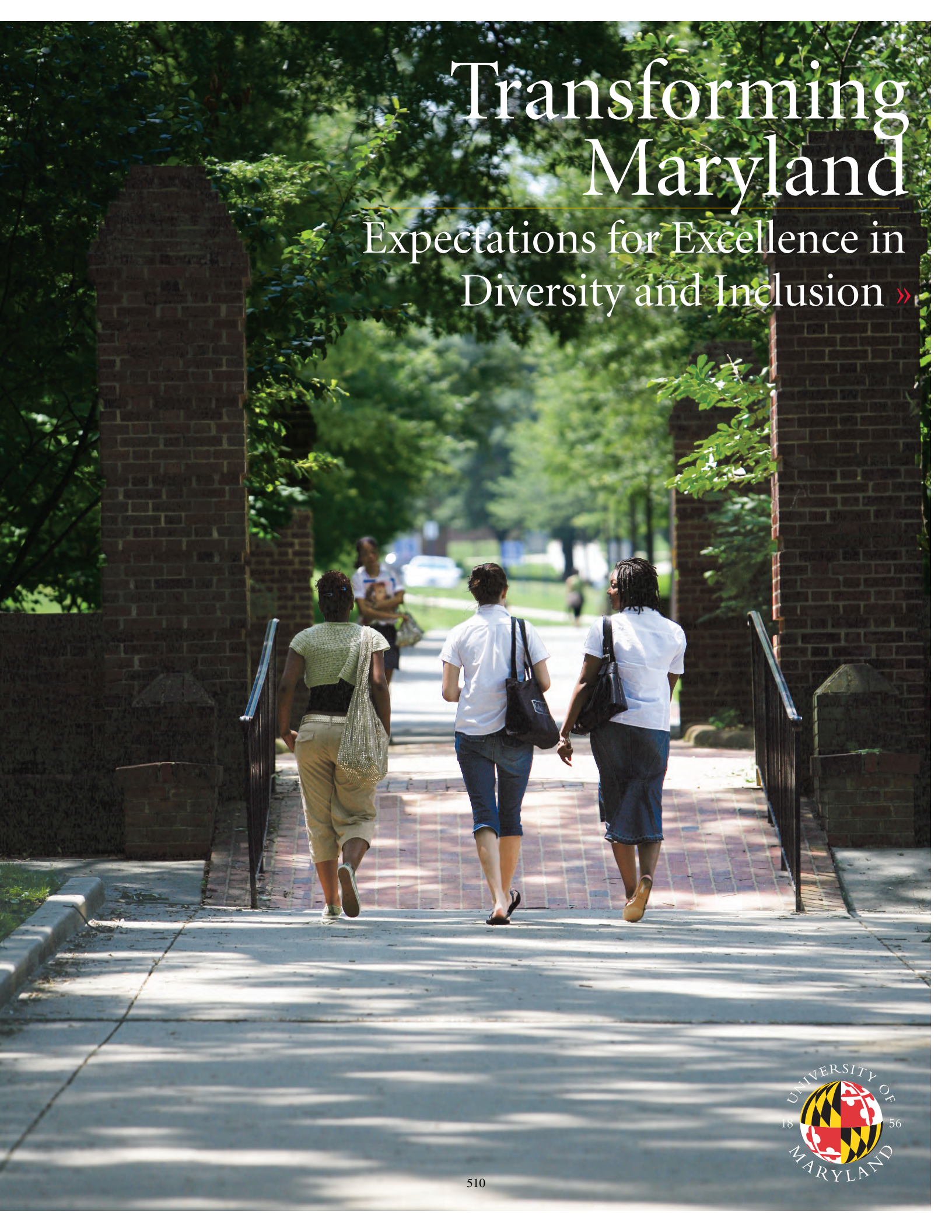


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The University of Maryland's strategic plan for diversity, *Transforming Maryland: Expectations for Excellence in Diversity and Inclusion*, was produced by University Marketing and Communications for the Diversity Steering Plan Committee. Special thanks 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

The 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.

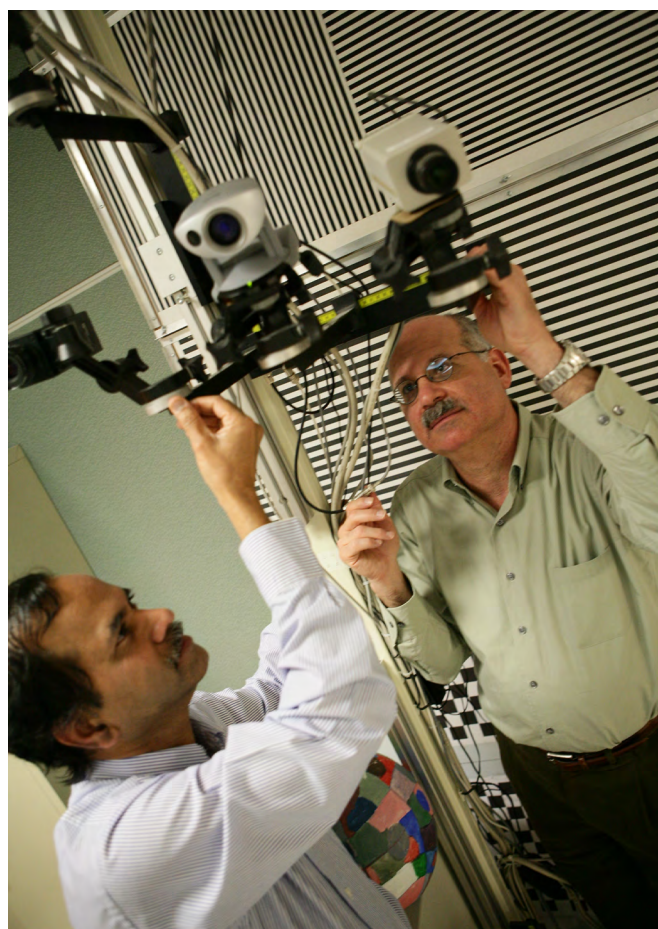
GOAL A.1 The university will provide strong leadership for diversity and inclusion at all campus levels.

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.



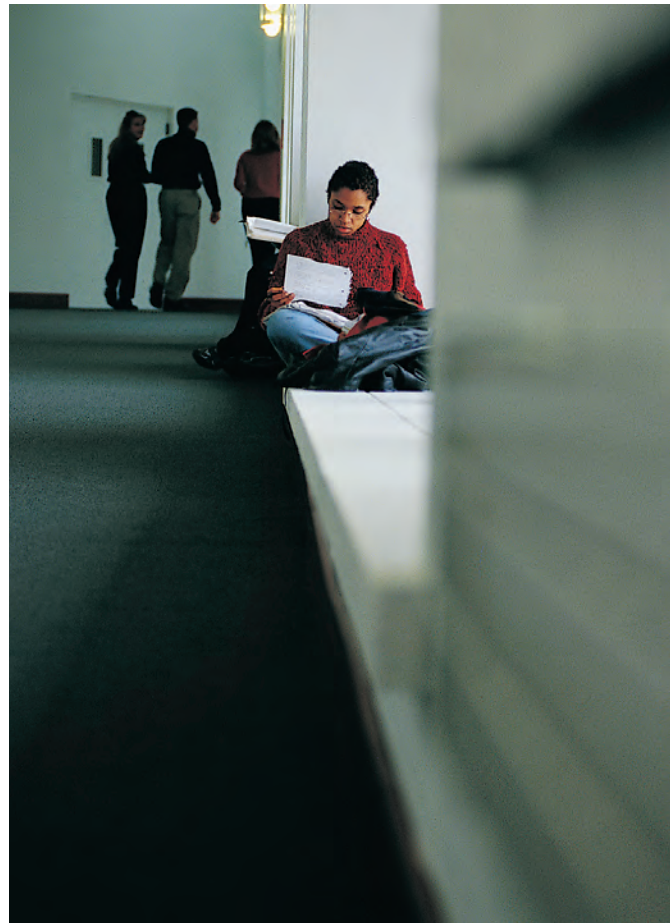
- B. Faculty will work with colleagues from Student Affairs to develop innovative co-curricular experiences, such as service-learning, common ground dialogue programs, internships, and international experiences that equip students to work and live in diverse communities.

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



**UNIVERSITY OF MARYLAND
CENTER FOR ENVIRONMENTAL SCIENCE**



University of Maryland Center for Environmental Science

Cultural Diversity Programs and Planning 2018-2019

Summary Statement

UMCES Goals to Enhance Cultural Diversity and Inclusion

UMCES has reaffirmed its commitment to provide a workplace and culture that promotes programs dedicated to cultural diversity and inclusion in the recently developed *2019 UMCES Strategic Initiatives Plan* which states the following:

“UMCES will be an exemplar of environmental science professionals reflecting the face of the communities served by its work. Knowledge discovery accelerates and the societal relevance of scientific research improves when supported by a diverse workforce. Building this culture requires new commitments. We will **enhance diversity** of interns, graduate students, faculty, and staff. We will **cultivate inclusivity** through professional development and innovative mentoring. We will incentivize change via individual and institutional performance metrics.”

Through collaborations with other USM institutions, including the Maryland Sea Grant College that it administers, UMCES continues to lead, coordinate, and catalyze environmental research and education within the USM. The 2019 Strategic Initiatives 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.

UMCES Areas of Emphasis to Enhance Cultural Diversity

Our approach to tackling this important plan focuses on **recruitment** and **campus climate**. In larger institutions, such work is typically associated with a diversity and inclusion office, staffed by professionals trained in the skills and knowledge of this field. Given UMCES’ size, it is unlikely that an entire office can be devoted to this work. However, the appointment of a diversity officer who has the professional background and experience in this type of institutional change could be transformational. We are considering how best to fill this role as funding and added budgeted position requests continue to be a challenge.

Recruitment and Retention: Recruitment to UMCES happens through both search committees as well as student admissions to graduate programs. There are a number of practices to be considered that can increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty. For example, search committees for faculty and staff should receive training specific to the hiring process, while also recognizing that recruitment may extend outside of formal committees. Coupled with these efforts, procedures are needed to document and assess efforts to expand the pool of diverse applicants. **For staff and faculty hires we envision a new set of procedures and tracking efforts that target outreach/recruitment, training of search committees (especially on unconscious bias), and evaluation of a set of metrics that can be used to describe progress.**

For our student population, we must consider a host of practices, from exposure to the institution through internships to our influence on the graduate admissions process and financial support. Increasing diversity and enabling successful careers requires reinforcement of positive experiences at multiple touch points, from K-12 experiences to mid-career promotions. ***UMCES can contribute by coordinating and integrating efforts across the career trajectory of internships for high school and undergraduate students, graduate student recruitment and training, post-doctoral experiences, and faculty recruitment and retention as a means of advancing diversity and inclusion at each key step in a scientist's career.*** Having diversity at each career stage within the institution will also afford synergisms that further reinforce the broad range of diversity objectives across career stages.

UMCES faculty currently supervise a handful of programs targeting underrepresented groups, such as Centro TORTUGA and the Living Marine Resources Cooperative Science Center. While these programs have had some success, much could be done to build and expand these efforts. We also envision partnering with minority serving institutions and their faculty to inform and improve recruitment/retention and our campus climate. Once recruited, conscious effort should be focused on improving retention of employees from underrepresented groups at UMCES. For example, UMCES should pursue opportunities for additional mentoring that is available and accessed, and that overall improvements in campus climate provide a productive and constructive workplace. In order to accomplish this goal, ***we will need additional resource infrastructure and funding to insure these programs are developed and policies are created that lead to improvements. In addition to a diversity officer role we are looking to form and engage an UMCES Diversity and Inclusion Task Force across our campus locations.***

Campus Climate: Tackling the “inclusion” aspect of this strategic plan goal necessitates consideration of our campus culture and climate. ***A baseline Campus Climate Survey will provide a means to identify areas of strengths and weaknesses, as well as to provide a way to communicate to the community our understanding of relevant issues and concerns.*** We also emphasize the need for training on diversity and inclusion, with a special focus on unconscious bias and fostering a learning environment on these topics that is appropriate for all members of our community. In addition to appointing a diversity officer, we see these approaches as cornerstones to creating the opportunity for growth and improvement at UMCES in this regard.

Areas of Progress and Improvement

Goal 1: Efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty

Hiring and Search Procedures

UMCES implemented the PeopleAdmin hiring and recruiting system in March 2018 which includes an applicant diversity tracking and reporting module. In FY 2019 UMCES completed 14 hiring searches with 4 minority candidate hires. We continue to work on enhancing our faculty and staff search procedures and provide training for search committees to focus on attracting a diverse applicant pool. A workgroup to develop and recommend enhancements to our current search procedures and training has been formed and updated procedures are expected to be finalized by December 2019.

Partner with other USM institutions to increase enrollment and diversity in the MEES program.

UMCES partnered with UMD and submitted a joint \$1M enhancement funding request to the USM in May 2018 for fellowship funding to attract and retain students in the program with a focus on increasing underrepresented minority student enrollments. Unfortunately, due to other competing priorities this request was not funded in 2018. UMCES and UMD intend to re-submit the proposal in 2019.

Engage students from underrepresented groups in UMCES environmental sciences programs.

For the past several years, UMCES continues participation in the Living Marine Resources Cooperative Science Center, a minority training partnership supported by the National Oceanic and Atmospheric Administration (NOAA). In 2019 \$457,000 is currently funding student research, stipends, and tuition. This is a \$157,000 or 52% increase over last year's funding.

Goal 2: Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.

Engage campus in Institutional Assessment process to include a Campus Climate survey

UMCES began planning for a Campus Institutional Assessment project to include a campus climate and diversity and inclusion discussion in July 2018. We expected to complete the surveys and interviews by end of calendar year 2018, but did not receive MSCHE guidance and approval on the process details until early 2019. Interviews and feedback session are in progress. Results and data analysis are expected to be completed by December 2019.

Engage Student Organizations in Diversity and Inclusion Planning

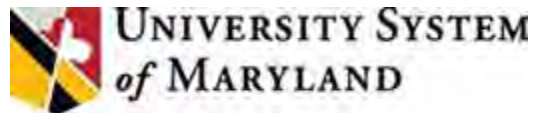
The UMCES Graduate Student Council shared their Diversity and Inclusion Plan with UMCES Executive Council leadership in May 2017. The UMCES Plan was shared with the Student Council in October 2018 and a Student representative has been appointed to the UMCES Administrative Council for ongoing discussions, plans and feedback.

Designated gifts & grants that support cultural diversity

UMCES faculty and staff continue to pursue targeted funding to attract and retain minority students. L'Oréal has provided funding in support of research mentoring activities for underrepresented students in STEM at the community college level. UMCES-IMET also received \$80K in private donor funds to support undergraduate student summer internships in STEM research related experiences and mentoring.

Conclusion

Clearly, there are great opportunities and a commitment for UMCES to expand our work to meet a shared vision of a diverse and inclusive institution. Our biggest challenge continues to be funding and organizational resources in support of these goals. We look forward to the development of an UMCES wide working group approach in the next year to help develop and implement these programs and changes.



2018-2019

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT TEMPLATE

Institution: UMCES Date Submitted: **4/17/19**

Point(s) of Contact (names and email addresses): Lynn Rehn lrehn@umces.edu, Lisa Ross lross@umces.edu

Overall Guidelines:

- **For the 2018-2019 Programs of Cultural Diversity Annual Progress Report, complete the two sections (and subsections) in this template.**
- **In total (including all statements and tables) your report should be 10 to 12 pages.**
- **Please submit your report to Zakiya Lee (zlee@usmd.edu) by Wednesday, April 17, 2019.**
- **The USM will generate the desired demographic information; institutions are not responsible for providing that information.**

Section I: Progress Report: §11-406 of the Education Article states that each public institution of higher education 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.

Summary Statement

Provide a summary or overview (2-3 pages max) of your institution's plan to improve cultural diversity. Include major goals (short-term and/or long-term), areas of emphasis, strategies for implementation, and an explanation of how progress is being evaluated. Please include major challenges and successes. Additionally, indicate any areas of progress since last year (or over the last few years) and areas where continued improvement is needed.

This summary should be seen as a prelude to the examples you share in the following tables.

Goal 1: Use the table to share how you are increasing the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty. Bulleted, succinct descriptions of major initiatives and strategies are ideal; additional narrative is not necessary.

<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: _____ 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>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 style="text-align: center;">UMCES UPDATE</p> <ul style="list-style-type: none"> Implementation of PeopleAdmin tracking system for hiring and recruitments – March 2018. Includes applicant diversity tracking. 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. 	<ul style="list-style-type: none"> Faculty/Staff searches completed FY 2019 to date. Underrepresented minority student enrollments in MEES program. 	<ul style="list-style-type: none"> 26 hiring searches initiated in FY 2019, 14 completed with 4 minority candidate hires. An increase of 3 minority hires over last year report. Student Enrollment data 	<ul style="list-style-type: none"> Continued improvement in search process/recruitment procedures to attract diverse applicant pool in a nationally underrepresented STEM field. 2018 joint UMD/UMCES enhancement funding request not funded due to limited resources. Plan to re-submit for 2019.

<ul style="list-style-type: none"> Continued participation in NOAA Living Marine Resources Cooperative Science Center. (LMRCSC) 	<ul style="list-style-type: none"> \$457K current active funding from NOAA supports student research, stipends, and tuition. A \$157K increase over last year or 52% increase in funding. 	<ul style="list-style-type: none"> Program has graduated over a dozen students and two students advanced to candidacy in 2018. Over a dozen students have been co-mentored by UMCES faculty in marine science programs at partner institutions. 	<ul style="list-style-type: none"> Additional similarly targeted funding opportunities.

Goal 2: Use the table to share how you are creating positive interactions and cultural awareness among students, faculty, and staff on campus. Bulleted, succinct descriptions of major initiatives and strategies are ideal; additional narrative is not necessary.

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.

Timeline for meeting goal within the diversity plan: July 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"> • faculty and staff cultural training programs; • curricular initiatives that promote cultural diversity in the classroom; and • co-curricular programming for students. <p style="text-align: center;">UMCES UPDATE</p> <ul style="list-style-type: none"> • UMCES began planning for its first Institutional Assessment process in July 2018 including a campus climate and diversity and inclusion assessment. Expected to complete November 2018 but process approval from MSCHE was later than expected deferring start date until early 2019. Expect to complete initial internal assessment and analysis June 2018 with results published by December 2019. • Graduate Student Council Diversity and Inclusion Plan shared with UMCES Executive leadership May 2017 for feedback and discussion of proposed initiatives. 	<p>Metrics to measure how progress of each initiative/strategy is being evaluated</p> <ul style="list-style-type: none"> • Interviews and survey results. • Ongoing feedback from Graduate Student Representatives appointed to UMCES Administrative Council. 	<p>Data to demonstrate where progress has been achieved / indicators of success</p> <ul style="list-style-type: none"> • Data results and analysis still in progress. • Included student representative on UMCES Administrative Council which includes all Executive and Administrative leadership. Provided student requested funding for Leadership Seminar programs at UMD. 	<p>Areas where continuous improvement is needed</p> <ul style="list-style-type: none"> • Not known until final results are compiled and completed. • Funding to support Student Council requested initiatives.
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<ul style="list-style-type: none"> • Ongoing pursuit of gifts and grants that support cultural diversity initiatives. 	<ul style="list-style-type: none"> • Number and \$ value of gifts and grants received. 	<ul style="list-style-type: none"> • In addition to \$457K in NOAA funding to support minority student success in marine sciences and L'Oréal support of research mentoring activities for underrepresented community college students in STEM, UMCES-IMET received \$80K in private donor funds to support undergraduate student summer internships to support mentoring and STEM research related experiences. 	<ul style="list-style-type: none"> • Additional similarly targeted funding opportunities.

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: Appendix -- Institutional Plan for Cultural Diversity

The aforementioned statements and the information within the tables should be aligned with your institution's plan for cultural diversity, which is required by §11-406 of the Education Article. §11-406 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 a copy of your institution's plan for cultural diversity.

The institutional cultural diversity plan should be in an appendix and should not be included in the 12-page maximum.

Please email your complete submission to zlee@usmd.edu by Wednesday, April 17, 2019.



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.

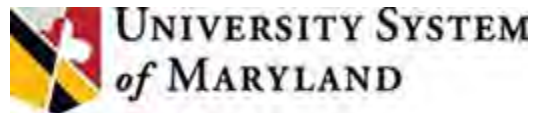
Administrative Coordination and Accountability

- 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.

**UNIVERSITY OF MARYLAND
EASTERN SHORE**



2018-2019

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT TEMPLATE

Institution: University of Maryland Eastern Shore **Date Submitted:** April 23, 2019

Point(s) of Contact (names and email addresses): Dr. Rondall E. Allen reallen@umes.edu

Summary Statement

The University of Maryland Eastern Shore (UMES) 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, data on the numerical representation of faculty, staff and students, and the variety of strategies implemented are reviewed and 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.

UMES will be restarting its strategic planning process next academic year and goals, objectives, and strategies related to cultural diversity and inclusion will continue to be apart of our future strategic plan. Over the past few years, the demographics of the campus community have changed. Given these changes, the university intends to revisit its original goals to better align them with current demographic data. In addition, UMES intends to revise its existing Cultural Diversity Plan.

The subsequent tables depict a *small selection* of goals/strategies that UMES has implemented in order to ensure cultural diversity on our campus. We are extremely proud of the collective efforts of our campus in promoting cultural diversity.

Goal I: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.			
Timeline for meeting goal within the diversity plan: _____			
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
RICHARD A HENSON HONORS PROGRAM			

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. Percentage of Honors applicants who do not identify as African American. Percentage of Honors Program students who do not identify as African American.	24: Schools/College Fairs To-date: 50% (n=25 of 50) 39.58% (60.42 % Black; 25.52 % White; 4.69% Asian; 4.69% Hispanic/Latino; 1.56% Other)	Continued expansion of our recruitment efforts to include greater numbers of “feeder” schools with high concentrations of diverse students.
OFFICE OF HUMAN RESOURCES			
Hire Academic Search Firm to fill cabinet level positions (Three VP's and a Provost)	Data to review number of non-African Americans interviewed for positions vs number hired	Two of four cabinets positions filled by non-African Americans Four Administrative positions (General Counsel, Title IX, Associate Administrator for Extension, and Director of Government Relations) filled by non-African Americans	Pending funding may use search firm for future Dean or higher level positions
Increase encouragement in diversity in search committee appointments	Review of individuals appointed to search committees for diverse representation		University wide participation on search committees to include inter-departments to increase diversity in networking vacancies
Broader participation in filling of adjunct positions from outside of home departments	List of places where positions are being advertised Increase in non-African American Adjunct Faculty	Eleven out of the fourteen adjuncts hired were non-African Americans	Retaining underrepresented groups in faculty and staff positions
Broader participation in advertisement of student positions	List of places where positions are being advertised	Increase in non-African American students hired in Residence Life, Engineering, Math, Education, Natural Sciences	Ensuring off-campus students are aware of job openings
DIVISION OF ENROLLMENT MANAGEMENT AND STUDENT EXPERIENCE			
The recruitment team attends recruitment events designed for targeting diverse student populations such as the Palm Beach, FL County Annual HBCU/Hispanic Serving Institution College Fair, and the annual National Hispanic College Fairs.	Number of total applications Number of recruitment events attended	3,862 total applications received to date Total number of college fairs & events for fall and spring: 155	Renewable diversity scholarships to support transfer students and first-time students; better collaboration with community colleges; continue to build better partnerships with local

<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>Total number of hours for events: 484 hours</p> <p>Total number of onsite : 88 onsite events</p> <p>163 fall 19 transfer application and 133 spring 19 transfer applications, totaling 296 apps to date.</p> <p>981 scholarships offered to first time students and 85 accepted</p> <p>33 scholarships offered to transfer students and 11 accepted</p>	<p>schools for increasing cultural and geographic diversity; hiring of a multicultural recruiter.</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>Develop more dual enrollment programs with high schools in Maryland</p>	<p>MOUs and actual recruited students</p>	<p>Dual enrollment agreements are pending with Worcester, Dorchester, Wicomico, and Somerset Counties; two additional agreements are in progress with Prince George and Harford County schools.</p>	<p>Complete MOUs and develop relationships with MD High Schools.</p>
DIVISION OF ACADEMIC AFFAIRS – SCHOOL OF AGRICULTURAL AND NATURAL SCIENCES			
<p>Our recruitment and hiring practices are in compliance with UMES’s policy on non- discrimination. Positions are advertised through a variety of outlets and all groups are welcomed to apply.</p>	<p>Diversity of hiring pool.</p>	<p>The Department hired two new faculty members in fall 2018 from a pool of diverse candidates. One of the new hires is a female of Asian origin and the other is a Caucasian male.</p>	<p>Current strategies should be maintained.</p>
<p>MOU renegotiated to continue the dual degree program permitting students to earn both a B.S. in Biology from Salisbury University and a B.S. In Environmental Science at UMES in 120 credits.</p>	<p>Number of students in Program: This program brings up to 15 majority students per year into the UMES Environmental Science program.</p>		
<p>MOU signed that allows students to pursue a 3+3 option providing both an ACS approved B.S. degree in Biochemistry and a Pharm.D. degree in 6 years.</p>	<p>This is the first year the program is available. We are mapping inquiries from students at this time, and will</p>		

	note the number of matriculates of the program in the fall.		
DIVISION OF ACADEMIC AFFAIRS – SCHOOL OF BUSINESS AND TECHNOLOGY			
Regular scheduled Hospitality and Tourism Management (HTM) recruiting visits to community colleges where identifying group is non-African Americans.	Percentage annual graduation rate of identifying group.	Identifying group graduation remains stable at 30-45% of graduating class 2013-2018.	Continuous involvement of identifying group alumni in recruiting efforts and return to campus to assist with department, special events.
Master's degree program in Career and Technology Education in Baltimore to increase the enrollment and retention of underrepresented students.	Graduate CTED student advisees by ethnicity	There currently 50 CTED advisees: Black: 19/50 (38%), Hispanic: 2/50 (4%), Asian: 2/50 (4%), and White 27/50 (54%).	Funding for travel to professional development sites
<p>The Department of Technology hosted a three week STEM program called the Summer Transportation Institute. The Summer Transportation Institute provides awareness to middle school students on transportation careers and encourages them to consider transportation-related courses of study in their higher education pursuits</p> <p>Building awareness of the Construction Management program by presenting at Washington High School in Princess Anne, Maryland. This presentation was part of the Maryland Business Round Table.</p> <p>The Department of Technology hosted high school students from across Sussex county, Delaware. The goal of this visit was to generate student awareness in lower Delaware of the Department of Technology's unique programs.</p>	<p>Ethnicity of attendees enrolled in the Summer Transportation Institute.</p> <p>The number students who attended the event at Washington High School.</p> <p>The number of students.</p>	<p>Over 30 students from Dorchester County summer camp attended an engineering design challenge hosted by the Department of Technology. Ethnicity: 30/30 African American.</p> <p>The summer Transportation Institute had 20 attendees from three Eastern Shore counties and seven different elementary and middle schools. The ethnicity breakdown: African American 19/20 (95%), Caucasian 1/20(5%).</p> <p>Thirty students attended the presentation.</p> <p>The number of students attended: 40</p>	<p>Create more opportunities in Wicomico, Worcester, and Somerset counties.</p> <p>Obtain more funding to increase enrollment of the summer program and exposure to UMES programs.</p> <p>Encourage more UMES faculty to participate in local events by the Maryland Business Round Table.</p> <p>Offer this opportunity to more local area schools to increase awareness of programs at UMES.</p>
The department Chair or Engineering Program Coordinator has been attending the BEYA (Black Engineers of the Year Award) STEM Conference in Feb 2019. We bring about 50+ students to the career fair hosted at the BEYA conference. Many engineering students received internships and full-time employment	Engineering Enrollment Data and the rate of increase	Engineering enrollment as of fall 2018 is 142, representative slight decline of enrollment compared with last year's data.	More recruitment effort to high schools and community colleges is needed.

<p>offers from major corporations through on-site interviews and career networking at BEYA</p> <p>Recruitment, Retention and Success of Aviation Students. The aviation team continues to engage in outreach program to advertise the flight instruction program at UMES.</p> <p>Engineering Graduation. The number of graduates who were eligible for graduation has also increased significantly.</p> <p>Admission to Graduate Schools</p>	<p>The number of full time employment offers or internships from major corporations to our engineering students or graduating seniors.</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 admitted to graduate schools in engineering</p>	<p>In 2018-2019, at least 5 of our graduates in engineering have received full-time employment offers from Northrop Grumman, NASA, etc.</p> <p>In 2018-2019 academic year, 22 students enrolled in the professional pilot concentration, compared with 7 students in professional pilot in the 2016-2017 academic year.</p> <p>23 students are expected to receive the BS degree in engineering 2018-2019 academic year. In the academic year of 2015-2016 (two semesters), there were only 8 engineering students who applied for graduation.</p> <p>Engineering graduate of December 2018 Habilou Ouro-Koura was admitted to the Mechanical Engineering Ph.D. Program at Rensselaer Polytechnic Institute with scholarship for 5 years.</p>	<p>Continue to develop collaborations with industry to help engineering students to receive full time employment and internships for workforce development.</p> <p>Continue to advertise the aviation program to reach out to students in the local regions and in the State of Maryland.</p> <p>Continue to develop academic advising policy to ensure four year to six year graduation.</p>
<p>The Department of Mathematics and Computer Science carried out a large digital and personal contact campaign to encourage high school students, especially minority and women, interested in Departmental programs to contact the University for information on enrollment, financial aid, scholarships, and campus life activities.</p>	<p>Number of students that officially commit to enrollment in the Department or in the University.</p> <p>Fall to Spring – examine the return rate of students.</p>	<p>The Department had a total of 53 personal student contacts with student recruits thus far via the open house, Admitted Student Day, etc.</p> <p>45 students attended the Fall Mathematics and Computer Science Problem Solving Challenge.</p> <p>The Department had only 11 students of the 159 Departmental students not return from Fall 2018 to Spring 2019 semester.</p>	<p>The Department has to improve its ability to secure financial incentives to attract larger numbers of high achieving students earlier in the recruitment process.</p>

DIVISION OF ACADEMIC AFFAIRS – SCHOOL OF EDUCATION, SOCIAL SCIENCES AND THE ARTS			
The Department of English and Modern Languages established an MOU with Eastern Shore Community College (ESCC) in 2016. Location of ESCC is in Melfa, Virginia; a rural area on lower Eastern Shore of Maryland. This initiative was done to attract students to the English B.A. program at UMES.	MOUs established with regional community colleges	One new MOU with ESCC was signed in 2016. A faculty member is actively recruiting at ESCC and in the Accomack County area.	Additional scholarships need to be developed to attract transfer students.
The Department of Fine Arts targeted high schools with populations of traditionally under-represented students to recruit.	Faculty did visits to Severna Park High School, Snow Hill High School, and James Hubert Blake High School.	Schools were visited in person or contacted by phone and email.	Institutional research needs to provide data on where applicants have come from to judge the success of the initiative.

Goal 2: Use the table to share how you are creating positive interactions and cultural awareness among students, faculty, and staff on campus. Bulleted, succinct descriptions of major initiatives and strategies are ideal; additional narrative is not necessary.

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.			
Timeline for meeting goal within the diversity plan: _____			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: <ul style="list-style-type: none"> • 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
RICHARD A. HENSON HONORS PROGRAM			
Curriculum supports cultural diversity in the Classroom: HONR 101 Freshman Seminar (Selves & 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) Co-Curricular Programming: International Service/Study Programs	Percentage of first-time, full-time honors students enrolled in HONR 101. The number of students enrolled in HONR 301 / participating in credit-bearing international service/study programs. Number of students participating in international service/study programs	94.2% during AY 2017-2018. N= 45 of 49 incoming FT students completed (Fall 2018) or are currently enrolled in (Spring 2019) the course. N=9 (Spring 2019). N= 35. 9 student participants in the International Service Learning-Dominican Republic program (January 2019).	Ensure that sufficient sections of the course are offered as the Program grows. Currently, we offer 2 sections in the Fall, 1 in the Spring. Develop similar programs in other international sites.

		22 student participants in the Honors/HTM/Art History collaboration in Italy (March 2019) Other students studied summer, Fall/Spring terms in Spain, Italy, UK, and Estonia.	
CENTER FOR INTERNATIONAL EDUCATION			
Promotion of study abroad through classroom visits, global ambassador activities, email distribution, and social media.	Number of classroom presentations; number of students advised by global ambassador; number of times emails are distributed; and number of social media posts	<p>Two classroom presentations on study abroad were completed in fall 2018 and spring 2019.</p> <p>3 campus global ambassadors currently promote study abroad to university students; 5 students have been advised by these campus ambassadors.</p> <p>Email and social media posts are done daily promoting study abroad opportunities and scholarships for students.</p> <p>180 visitors came to the Center, including international faculty and researchers.</p> <p>Over 100 students have been advised for study abroad in the last year.</p> <p>62 students were awarded complimentary passports through the CIEE partnership to encourage underrepresented students to travel abroad.</p> <p>5 students participated in study abroad programs (Spain, London, and Italy in summer 2018; Estonia in spring 2019). One student accepted for summer 2020 in South Korea.</p> <p>3 Gilman Scholars awarded for students who studied abroad in South Africa, Costa Rica, and Estonia.</p> <p>9 multi-discipline students participated in international service</p>	<p>Personnel (assistant director and program manager) to support the growing study abroad program and administration of growing department activities.</p> <p>Resources to implement activities (refreshments, cultural performances), not covered under current funding structure and needed office repairs.</p> <p>Securing campus and external funding to support students' study abroad travel (passports, tickets, visas, immunization, and related requirements) in collaboration with campus units such as institutional advancement and enrollment management and student affairs.</p>

		<p>learning trip, January 2019 to Dominican Republic.</p> <p>A faculty-led spring break 2019 trip with 22 students undertaken to Volterra, Italy.</p>	
<p>International Teas and Treats monthly event to encourage visitors to the Center for creating awareness of services for study abroad for students, professional development abroad programs for faculty; and international education activities for the community; and international students.</p>	<p>Number of participants; types of teas and treats served; and types of information shared.</p>	<p>Between November 2018 and April 2019, hosted five teas and treats events. In November with five student participants; and two faculty members; in December, seven students and three faculty; in February ten students; in March nine students, one faculty member and five visiting scientists; and April five students.</p> <p>Shared study abroad; Peace Corps Prep Program; Peace Corps programs; and Fulbright program information with students; shared professional development opportunities (Fulbright, Seminars, and Fellowships) abroad for faculty.</p> <p>Fifty international students have been provided visa request letters to support international family to attend spring commencement.</p> <p>Two faculty awarded the Carnegie African Diaspora Fellowship (Nigeria: 2017 and 2018; South Africa: 2019).</p>	<p>Personnel to support administrative assistant organize, plan, and implement event.</p>
OFFICE OF HUMAN RESOURCES			
<p>Office customer service training bi-annually</p>	<p>Feedback forms</p> <p>Sign-in sheets</p> <p>Number of complaints regarding race/gender issues</p>	<p>Increase in number of employees signing up for trainings. Increase from 4-5 to 10 or more participants.</p>	<p>Improving participation from campus constituents to sign up for trainings</p> <p>Funding for outside qualified trainers</p> <p>Budget support for full-time trainer in HR</p>

			<p>Increase in mandatory trainings</p> <p>New trainings provided at the beginning of each semester for faculty, staff, and students.</p>
DIVISION OF ACADEMIC AFFAIRS – SCHOOL OF BUSINESS AND TECHNOLOGY			
<p>The Department of Technology hosted the 2nd Initiation Ceremony for Epsilon Phi Tau (EPT). EPT is the International Honor Society for Technology. This society encourages to students to participate in community events and explore the societal impacts of technology.</p> <p>The Departments of Engineering and Technology hosted workshop with Minority Recruiters from NASA. These recruiters shared unique opportunities for minority students pertaining to scholarship, internship, and employment by NASA and other federal contractors.</p>	<p>Ethnicity of student inductees.</p> <p>Ethnicity of attendees at the NASA workshop.</p>	<p>The total number of inductees: 15. African American: 10/15 (67%), Caucasian: 2/15 (13%), Other: 3/15 (20%).</p> <p>The total number of attendees: 38. African American: 26/30 (68%), Caucasian, 2/38 (5%), Other: 10/38 (26%).</p>	<p>Encourage more faculty and students from other UMES departments to join and participate in EPT.</p> <p>Future workshops in resume development, employment interviewing, and industry lecture series would be beneficial to UMES students.</p>
<p>Department of Business, Management, and Accounting “Getting to Know You activity” that promoted becoming aware of our cultural differences.</p>	<p>level of participation from the group. The willingness of attendees to share the information.</p>	<p>Everyone in attendance participated enthusiastically. It was a great learning activity.</p>	<p>Schedule more Getting to Know You activities.</p>
<p>The BUAD 233, Business Communications course includes a week entitled: Doing Business in Other Countries. During this week the focus is on the cultural communication differences that affect business activities. In that week students learn about conducting business in the global marketplace and specific countries are the focus.</p>	<p>Incorporation of international content in the course.</p>	<p>This is a required course for all business majors so all of our students receive this training and are assigned to research at least one culture and present their research to the class.</p>	<p>Increase the number of international content incorporated into the course.</p>
DIVISION OF ACADEMIC AFFAIRS – SCHOOL OF EDUCATION, SOCIAL SCIENCES AND THE ARTS			
<p><u>English & Modern Languages:</u> Develop co-curricular activities, such as attending local theater or visiting the monthly art exhibit in the Mosely Gallery to expose students to diverse cultural art forms.</p>	<p>Number of courses requiring participation in co-curricular events.</p>	<p>Ten is the number of courses requiring co-curricular activities. Some of these courses are: ENGL 401 – Modern Drama ENGL 227 – World Literature THAR 101 – Intro to Theater</p>	<p>Continue to promote attendance at co-curricular events to promote cultural diversity and awareness in classroom.</p>
<p>Summer Language Experience for middle school and high school students to learn a critical language such as Chinese, Japanese or Arabic.</p>	<p>We measure progress based on how many consecutive years we have been able to host the program, number of students</p>	<p>Enrollment numbers in the summer programs</p>	<p>This is something we can measure once the program has ended and we have debriefed, but</p>

	enrolled, feedback received from students and parents and exit exam results.		for now, we would like to make the SLE program more consistent and have more language offerings over the summer.
OFFICE OF INSTITUTIONAL EQUITY AND COMPLIANCE			
Development and creation of a revised/updated cultural diversity plan for UMES for the 2019-2020 academic year			
Development and creation of a comprehensive platform of training opportunities for faculty, staff, and students in multiple areas of protected class – trainings will be available online, in-person, and some will offer certificates of completion for the community. Trainings will be available in fall 2019			
Creation of a comprehensive platform focused on diversity through outreach efforts, social media, website growth, posters, and campaign development.			
Development of protocol for bias related incidents for fall 2019			

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 of Maryland Eastern Shore provides a number of options to report crimes and serious incidents and emergencies, to include hate crimes. All students, faculty, staff, and visitors are encouraged to make prompt and accurate reports to the University Police if they are a victim or witness a crime. It is critical for the safety of the community that you report all crimes and other incidents immediately so that the University Police can respond and investigate the situation as soon as possible to determine if a timely warning or emergency notification to the community or a portion thereof, is required.

Reporting Crimes to the University Police

We strongly encourage all members of the University 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. To contact the University Police in an emergency situation dial (410) 651-3300 from a public phone, Ext. 3300 from a University phone, or dial 9-1-1. University extension phones are situated at various locations in academic buildings and in the residence halls throughout the campus. You may also use the “blue light” emergency phones which are placed at various strategic locations on the campus grounds. Non-emergency calls to the University Police should utilize (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**.

If the crime occurred off campus, University Police will direct you to the appropriate law enforcement agency. Crimes occurring at the Arden's Run apartments or the Talons apartments, both public-private housing partnerships located on UMES Boulevard, should be reported to the Princess Anne Police Department at (410) 651-1822. For emergencies you should call 9-1-1. For crimes occurring within the boundaries of Somerset County contact the Somerset County Sheriff's Department at (410) 651-9225 or the Maryland State Police, Princess Anne Barrack, at (410) 651-3101.

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 (Across from Waters Hall). 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.

Section II: Appendix -- Institutional Plan for Cultural Diversity

The University of Maryland Eastern Shore has included its current Diversity Plan, developed and implemented in 2009. During academic year 2019-2020, the university has plans to implement a new institutional plan for cultural diversity. A draft of the new plan has also been included.

INTRODUCTION

The University of Maryland Eastern Shore (UMES) has developed this "Diversity Plan" in accordance with Senate Bill 438 and House Bill 905, identical bills entitled "Institutions of Higher Education – Plans for Program of Cultural Diversity." According to a letter from Attorney General Douglas F. Gansler, dated May 15th, 2008, to the Honorable Martin J. O'Malley, Governor of Maryland:

"The bills also require public institutions to develop and implement a wide range of elements to be included in the plans, including processes for reporting campus-based hate crimes, programming to enhance cultural diversity sensitivity through training of students faculty and staff, and a summary of resources needed to effectively recruit and retain a culturally diverse student body."

Therefore, the remainder of this plan will include those three aforementioned elements. However, the plan will also include several sections: Institutional Background, Institutional Core Values, Commitment to Diversity, Goals and Key Strategies, and the Policies and Procedures for Reporting Campus Based Hate crimes and Bias-Motivated Incidents.

INSTITUTIONAL BACKGROUND

Founded September 13, 1886, the University of Maryland Eastern Shore has a Mission which continues to evolve and which has necessarily become more comprehensive in scope as the University's affiliations, organizational structure, and purpose have been redefined by relevant governing bodies to address state, national, and global needs. UMES, however, maintains its legacy as a comprehensive, 1890 Land-Grant, Historically Black institution and continues its progress to become a Carnegie Doctoral/Research-Intensive institution.

The profile of the University has been changing over recent years due to a period of unprecedented growth. With a fall 2008 enrollment of over 4,300, the University stands as one of the University System of Maryland's fastest growing institutions, with entering students coming from all 23 counties in the State of Maryland, representing more than 37 states in the United States, and originating from over 42 foreign countries. The program mix has expanded to 29 Bachelors degree, 10 master's degree and 7 doctoral degree programs. Overall, growth extends beyond enrollment to programs that define UMES as a modern, comprehensive University that honors its unique 1890 Land-Grant Mission and that respects the urgent need for workforce development on the Eastern Shore of Maryland, in the nation, and throughout the global community.

INSTITUTIONAL MISSION

University of Maryland Eastern Shore, the State's Historically Black 1890 Land-Grant institution, emphasizes baccalaureate and graduate programs in the liberal arts, health professions, sciences, and teacher education. In keeping with its land-grant mandate, the University's purpose and uniqueness are grounded in distinctive learning, discovery, and engagement opportunities in agriculture, marine and environmental sciences, technology, engineering and aviation sciences, health professions, and hospitality management. Degrees are offered at the bachelors, masters, and doctoral levels.

UMES is committed to providing access to high quality values-based educational experiences, especially to individuals who are first-generation college students of all races, while emphasizing multicultural diversity and international perspectives. The University serves the educational and research needs of businesses, industries, government, and non-government

organizations. The University is committed to meeting the economic development needs of the Eastern Shore; workforce development needs of the State; international development priorities of the nation; and commercialization and entrepreneurial ventures of the University through engagement activities and partnerships.

UMES is a teaching/research institution that nurtures and launches globally competent citizens. It will continue to embrace its interdisciplinary curriculum, sponsored research initiatives, rural and economic development priorities, and community engagement. UMES will continue to expand its partnerships and collaborative arrangements with the University System of Maryland institutions, other universities, community colleges, public schools, government, and other external agencies and constituencies.

INSTITUTIONAL CORE VALUES

- Providing high quality undergraduate and graduate programs that will equip students with the knowledge and skills necessary for the challenges of America and other global societies.
- Affirming its role as the State's 1890 Land-Grant institution by providing to citizens opportunities and access that will enhance their lives and enable them to develop intellectually, economically, socially, and culturally.
- Demonstrating shared-governance through recognition of the viewpoints that all members of the university community contribute to the institution.
- Appreciating diversity in its student body, faculty, staff and administration through commitment to tolerance, freedom of expression, and celebration of other cultures.
- Adhering to the highest standards of honesty, fairness, trust and integrity in both personal and professional behavior.
- Promoting student-centeredness as the heart of the enterprise.

COMMITMENT TO DIVERSITY

As a public institution of higher education, the University of Maryland Eastern Shore has a special responsibility to create and maintain a climate that affirms diversity of persons as well as diversity of views. Diversity is an indispensable component of academic excellence. A commitment to diversity means a commitment to the inclusion of faculty, staff, and students from all ethnic groups. Among these characteristics are race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability. According to Senate Bill 438 and House Bill 905, "Cultural Diversity" means the inclusion of those racial and ethnic groups, and individuals that are or have been underrepresented in higher education.

By virtue of our commitment to diversity, UMES has an established core value that is provided below:

“Appreciating diversity in its student body, faculty, staff and administration through commitment to tolerance, freedom of expression, and celebration of cultures.”

GOALS AND KEY STRATEGIES

This section, on Goals and Key Strategies, presents diversity goals grouped under three broad areas: Climate for Living, Learning, and Working; Student Access and Opportunity; and Diverse Faculty and Staff. Each goal is followed by a set of “key strategies” – those strategies believed to have the highest potential for success in reaching the goal. Specific timelines are provided with each key strategy, setting a target date for completing or reporting progress on specific actions.

The area of Climate for Living, Learning, and Working includes the culture, decisions, practices, policies, and behaviors that constitute the environment at the University of Maryland Eastern Shore. Also included in this area are strategies to enhance cultural diversity sensitivities through training. All members (students, faculty, and staff) of the community will believe that they support an environment conducive to Living, Learning, and Working. The environment at the University of Maryland Eastern Shore is everyone’s responsibility and it must include a climate of civility and respect for all. The climate sets the tone for success in the areas of recruitment and retention of students, faculty, staff, and administrators.

In the area of Student Access and Opportunity, particular emphasis is placed on the successful graduation of all students, in recognition of the campus’ most basic educational mission. However, for this plan the matriculation of non-African American students is emphasized. The plan also includes enrollment, graduation rate and retention goals that contribute to the overarching aim of increasing the number of degrees earned by non-African-American students.

In the area of Diverse Faculty and Staff, the University of Maryland Eastern Shore believes that a strong faculty is a diversified faculty. Diversity brings a whole world of knowledge by looking at and viewing learning from different perspectives.

In Senate Bill 438 and House Bill 905, the definition for “Cultural Diversity” means the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education. Therefore, the Diversity Plan for the University of Maryland Eastern Shore will address cultural diversity (racial and ethnic groups) among its students, faculty and staff populations.

The University of Maryland Eastern Shore seeks to provide realistic goals for diversity relative to student, faculty and staff. The goal, however, from the “Diversity Plan” is to match or reflect the diversity of the student body. Therefore, all goals will be set at a level to match student enrollment. The terms African-American and non-African-American will be the terminology used for the establishment of goals. The term non-African-American will include: Native-American, Asian-American, Hispanic-Americans, White, Foreign and others.

GOAL 1: Climate for Living, Learning and Working

The University of Maryland Eastern Shore is committed to fostering a campus environment of inclusion, knowledge and understanding in which faculty, staff and students learn to value diversity and to respect the individual differences that enrich the University community.

Goal 1.A.: Campus Environment – Continue to build and maintain a campus environment that is inclusive, safe and respectful for people.

Key Strategies:

1.A.1

Establish or enhance systems for generating feedback from students, faculty and staff about the status of campus climate and utilize survey information in formulating future strategies. Progress Report: May 1, 2010. (Strategy leaders: Vice Presidents)

1.A.2

Identify practices or policies that may have negative impacts or create barriers for particular populations and develop coordinated strategies for addressing any issues identified. Progress Report: May 1, 2010. (Strategy Leaders: Vice Presidents)

1.A.3

Continue to enhance core services for students with disabilities, including assistive technology, interpreting services and learning needs assistance. Progress Report: May 1, 2010 (Strategy Leaders: Vice Presidents and the Director of Access and Academic Success)

1.A.4

Increase awareness by faculty and staff regarding the needs of students with disabilities and set specific responsibilities and expectations for the enhancement of campus services and programs, including classroom experiences. Progress Report: May 1, 2010. (Strategy Leaders: Vice Presidents and the Director for Access and Academic Success)

1.A.5

Review and broaden the orientation for new faculty, staff, and students to include cultural norms, climate, services, resources and other diversity-oriented topics. Progress Report: May 1, 2010. (Strategy Leaders: Vice Presidents, Interim

Assistant Vice President for Academic Affairs, Director of Human Resources, Assistant Vice President Student Life and Enrollment Management)

1.A.6

Enhance residence hall diversity programs to increase participation by students. Progress Report: May 1, 2010. (Strategy Leaders: Vice President for Administrative Affairs and Director of Residence Life)

Goal 1.B.: Learning Experiences for Diversity - Provide increased opportunities for enhanced awareness of multicultural issues and foster an appreciation of the full range of human experience among students, faculty and staff.

Key Strategies:

1.B.1

Expand student participation in programs that provide strong academic support and sense of community (e.g. Pre-Collegiate Programs: MARS Camp, Geospatial Information Technologies and Water Quality Management Internship Program, Human Ecology Pre-College Educational Enhancement Program, UMES Summer Transportation Institute, Summer Education and Culinary Arts Immersion Program, Reach for the Stars, GAAP Workshop, and Upward Bound). Progress Report: May 1, 2010. (Strategy Leaders: Vice Presidents)

1.B.2

Increase support for improved teaching about diversity and for teaching an increasingly diverse student body. Progress Report: May 1, 2010. (Strategy Leaders: Vice President for Academic Affairs)

1.B.3

Increase opportunities for gaining knowledge and understanding of the unique history and perspectives of non-African-American groups, including curricular enhancements and extracurricular programming, to improve the overall education experience. Progress Report: May 1, 2010. (Strategy Leaders: Vice Presidents)

1.B.4

Promote and increase opportunities for Study Abroad experiences by students, including economically disadvantaged students and non-African American group. Progress Report: May 10, 2010. (Strategy Leaders: Vice President for Academic Affairs and Director for the Center for International Education)

GOAL 2: Student Access and Opportunity

The University of Maryland Eastern Shore is committed to ensuring equal access and opportunity for high quality education at the University of Maryland Eastern Shore (UMES) for all non-African American students.

Goal 2.A.: Undergraduate Degrees Awarded – Demonstrate continuing improvement in the number of bachelor’s degrees earned by non-African American students. (The total number of degrees for the 2007-2008 baseline reporting year was 119.) (Strategy Leaders: Vice President for Academic Affairs)

Contributing Goals:

Goal 2.A.1

New Students – Demonstrate continuing improvement in the number of new non-African American students who enter UMES as freshmen and transfers. (The total for the 2008-2009 baseline reporting year was 226 (18%) of 1,237.) (Strategy Leaders: Vice President for Student Life and Enrollment Management and Academic Deans)

Goal 2.A.2

Retention Rates – Continue to enhance the first-year retention rate for non-African American students. (The rate for the 2008-2009 baseline reporting year was 65 (68%) of 96.) (Strategy Leaders: Vice President for Academic Affairs)

Key Strategies:

2.A.1

By racial/ethnic group, analyze numerical and percentage trends in degrees awarded, graduation and retention rates, applications, admission and yield rates, and number of new students. Progress Report: May 1, 2010. (Strategy Leaders: Director of Institutional Effectiveness and Assessment)

2.A.2

Engage student body to assist with recruitment of non-African American students and to contribute to retention through academic support services. Progress Report: May 1, 2010. (Strategy Leaders: Vice President for Student Life and Enrollment Management)

2.A.3.

Develop and/or enhance highly focused recruitment strategies aimed at non-African American high-school students, including such initiatives as:

- Building productive partnerships with key high schools that have high concentrations of non-African American students.
- Coordinating outreach programs targeting communities of non-African Americans.
- Expanding participation in summer programs on campus targeting non-African American students.

- Increasing participation in the Admissions Office's program for linking UMES non-African American students as mentors to non-African American students in the local public schools.

Progress Report: May 1, 2010 (Strategy Leaders: Vice President for Student Life and Enrollment Management and Vice President for Academic Affairs)

2.A.4

Build partnerships with community colleges aimed at attracting non-African American transfer students to UMES, as well as easing the transition between colleges. Progress Report: May 1, 2010. (Strategy Leaders: Vice President for Student Life and Enrollment Management and Vice President for Academic Affairs)

2.A.5

Expand academic support services provided by the Center for Access and Academic Success to extend services beyond the freshman year. Progress Report: May 1, 2010. (Strategy Leaders: Vice President for Academic Affairs)

2.A.6

Establish specific strategies by each school and college for increasing the number of degrees earned by non-African-American students; monitor and report progress annually. Progress Report: May 1, 2010. (Strategy Leaders: Vice President for Academic Affairs and Academic Deans)

2.A.7

Extend current networks of staff, faculty, and administrators who can support and advise non-African American students toward achievement of academic success. Progress Report: May 1, 2010. (Strategy Leaders: Academic Deans)

2.A.8

Establish or enhance a set of core services by each school/college and division aimed at increasing success rates of non-African-American students. Progress Report: May 1, 2010. (Strategy Leaders: Academic Deans)

Goal 2.B: Graduate Degrees Awarded - Demonstrate continuing improvement in the number of graduate degrees (including master's and doctoral degrees) earned by African-American students. (The total for the 2008-2009 baseline reporting year was 36 (41%) of 87.)

Contributing Goal:

Goal 2.B.1: New Graduate Students: Demonstrate continuing improvement in the number of new graduate-level (including master's and doctoral) African-American students. (The total for the 2008-2009 baseline reporting year was 55 (42%) of 131.)

Key Strategies:

2.B.1

By racial/ethnic group, analyze trends in the numbers and percentages of graduate degrees awarded, applications, admission and yield rates, and number of African-American new graduate students. Progress Report: May 1, 2010. (Strategy Leaders: Dean of the School of Graduate Studies and Director for Institutional Research, Assessment and Evaluation)

2.B.2

Enhance recruitment strategies aimed at prospective African-American graduate students, including establishing positive relationships with other institutions, utilizing alumni groups in recruitment, and enhancing faculty contact with prospective graduate African-American students. Progress Report: May 1, 2010. (Strategy Leaders: Dean of the School of Graduate Studies)

2.B.3

Seek enhanced funding for African-American graduate student fellowships. Progress Report: May 1, 2010. (Strategy Leaders: Dean of the School of Graduate Studies)

2.B.4

Establish effective mentoring programs for advising and supporting African-American graduate students, aimed at increasing success rates. Progress Report: May 1, 2010. (Strategy Leaders: Academic Deans and Department Chairs)

2.B.5

Develop partnerships with the National Association of Graduate and Professional Students (NAGPS) for enhancing recruitment and retention of African-American graduate students. Progress Report: May 1, 2010. (Strategy Leaders: Dean of the School of Graduate Studies)

2.B.6

Provide career advising and placement services for all graduate students, including those from underrepresented groups, to help improve recruitment and retention. Progress Report: May 1, 2010. (Strategy Leaders: Dean of the School of Graduate Studies and Director of Career Planning)

GOAL 3: Diverse Faculty and Staff

The University of Maryland Eastern Shore is committed to building and maintaining a diverse community of faculty and staff that reflects a broad range of racial/ethnic groups, cultures, and perspectives.

Goal 3.A.: African-American Faculty - Demonstrate continuing improvement in the number of African-American tenured and tenure-track faculty. (The total for the 2008-2009 baseline reporting year was 44 (40%) of 110.)

Key Strategies:

3.A.1

Establish strategies and implementation plans by schools and colleges for increasing the number of tenured and tenure-track African-American faculty and monitor and report progress annually. Progress Report: May 1, 2010. (Strategy Leaders: Vice President for Academic Affairs, Academic Deans, Department Chairs and other designees).

3.A.2

Engage African-American faculty in successful recruitment and professional development efforts to aid in attracting and retaining diverse faculty. Progress Report: May 1, 2010. (Strategy Leaders: Vice President Academic Affairs, Academic Deans and other designees)

3.A.3

Enhance support for special opportunities in the Division of Academic Affairs to help broaden faculty diversity. Progress Report: May 1, 2010. (Strategy Leaders: President, Vice President for Academic Affairs, Academic Deans, Department Chairs and other designees)

3.A.4

Encourage enhanced professional development opportunities for all faculty. Progress Report: May 1, 2010. (Strategy Leaders: Vice President for Academic Affairs, Associate Vice Presidents, Academic Deans, Department Chairs and other designees)

3.A.5

Improve communication and understanding about recent changes in tenure procedures that offer broader criteria in research, teaching, and service to enhance opportunities for all faculty. Progress Report: May 1, 2010. (Strategy Leaders: Vice President for Academic Affairs, Associate Vice Presidents, Academic Deans, Department Chairs and other designees)

3.A.6

Enhance mentoring programs for tenure-track faculty. Progress Report: May 1, 2010. (Strategy Leaders: Vice President for Academic Affairs, Academic Deans, Department Chairs and other designees)

3.A.7

Continue and enhance early preparation workshops on tenure processes and expectations. Progress Report: May 1, 2010. (Strategy Leaders: Vice President for Academic Affairs, Academic Deans, Department Chairs and other designees)

3.A.8

Continue to develop an exit interview process to identify opportunities for improvement in retention of all faculty. Progress Report: May 1, 2010. (Strategy Leaders: Academic Deans and Department Chairs)

3.A.9

Increase research grant funding to expand research opportunities for all faculty. Progress Report: May 1, 2010. (Strategy Leaders: Academic Deans and Department Chairs)

3.A.10

Encourage faculty to take responsibility for their professional goals and objectives (grant writing). Progress Report: May 1, 2010. (Strategy Leaders: Vice President for Academic Affairs, Academic Deans, Department Chairs and other designees)

Goal 3.B: Non African-American Administrators - Maintain the number of non-African American full-time Executive/Administrative/Managerial Staff. (The total for the baseline reporting year of 2008-2009 was 17 (25%) of 69.)

Key Strategies:

3.B.1

Develop specific strategies by schools and divisions for maintaining non-African American Executive/Administrative/Managerial staff. Progress Report: May 1, 2010. (Strategy Leaders: Vice Presidents)

3.B.2

Engage non-African American administrators in successful recruitment and professional development efforts to aid in attracting non-African American administrative leaders. Progress Report: May 1, 2010. (Strategy Leaders: Vice Presidents)

3.B.3

Examine recruiting practices for Executive/Administrative/Managerial staff to determine opportunities for enhancing diversity. Progress Report: May 1, 2010. (Strategy Leaders: Director of Human Resources)

3.B.4

Develop exit interview process to identify opportunities for improved retention of non-African American administrators. Progress Report: May 1, 2010. (Strategy Leaders: Vice Presidents and Academic Deans)

Goal 3.C.: Non African-American Staff Members - Demonstrate continuing improvement in the number of job titles where non-African Americans are currently underrepresented. (The total for the 2008-2009 baseline reporting year was 96 (22.2%) of 432.)

Key Strategies:

3.C.1

Implement high-priority recommendations by Human Resource Management to attract potential employees from underrepresented non-African Americans. Progress Report: May 1, 2010. (Strategy Leaders: Vice Presidents and Director of Human Resources)

3.C.2

Enhance staff development opportunities and succession strategies to improve upward mobility across the campus. Progress Report: May 1, 2010. (Strategy Leaders: Academic Deans and Department Chairs)

3.C.3

Develop exit interview process to identify opportunities for improved retention of non-African American staff. Progress Report: May 1, 2010. (Strategy Leaders: Director of Human Resources)

3.C.4

Evaluate retention of non-African American staff by department; establish strategies and implementation plans at both the department and division levels to improve retention. Progress Report: May 1, 2010. (Strategy Leaders: Academic Deans and Department Chairs)

POLICIES AND PROCEDURES FOR REPORTING CAMPUS BASED HATE CRIMES AND BIAS-MOTIVATED INCIDENTS

The University System of Maryland has a policy on acts of violence and extremism that addresses hate crimes and encourages its institutions to pursue criminal prosecution of persons committing such acts under State and Federal criminal laws.

The University has a sworn police force with the power to enforce the laws of the State of Maryland. As such, the University Department of Public Safety enforces all applicable laws including those specifically covering hate crimes. The University also has a Fair Practices Officer/Equity Officer that is trained by State Office of Equal Employment Opportunity which enforces all workplace discrimination laws including those regarding hate crimes. The Fair Practices/Equal Opportunity Officer is trained to investigate all types of discrimination that occur in the workplace and is trained to take appropriate action to safeguard the welfare of all employees. Because we are a small campus, the Fair Practices Officer/Equity Officer handles all cases of discrimination involving students, faculty, and staff. Since we have relatively few such complaints, the officer is able to accommodate all campus constituents. Additionally, our Fair Practices Officer/Equity Officer is an attorney licensed in the State of Maryland and knowledgeable of the various laws that pertain to hate crimes and other forms of discrimination. We also have pamphlets from the State of Maryland that are displayed prominently in the Human Resources Office that specifically address hate crimes, various resources, and complaint procedures.

Complaints of Hate or Bias incidents may be reported to the Director of Public Safety if a crime has been committed and/or to the Office of Human Resources Fair Practices/Equity Officer if the incident is not of a criminal nature. The Hate or Bias Incident form may be accessed at our Diversity Website linked to the Human Resources Webpage. Your complaint form may be delivered by mail or in person to the Fair Practices/Equity Officer located in the Office of Human Resources, UMES, J.T. Williams Building; Princess Anne, MD 21853.

SUMMARY OF RESOURCES

To fully implement and realize the goals of this “Diversity Initiative”, the University will need additional reoccurring resources which are itemized in the projected budget table below:

CATEGORY/ITEM	FUNDING NEEDED	FRINGE BENEFITS
Diversity Coordinator	\$ 75,000	\$ 13,500
Undergraduate Minority Recruiter	\$ 55,000	\$ 9,900
Graduate Recruiter	\$ 45,000	\$ 8,100
Scholarship Funds	\$ 200,000	
Consultant Fees	\$ 10,000	
Recruitment Materials	\$ 45,000	
Office Supplies	\$ 15,000	
Information Technology Equipment	\$ 10,000	
Travel	\$ 16,000	
International Travel	\$ 50,000	
Professional Development	\$ 15,000	
Sub - Total	\$ 536,000	\$ 31,500

**University of Maryland Eastern Shore
Institutional Plan for Cultural Diversity**

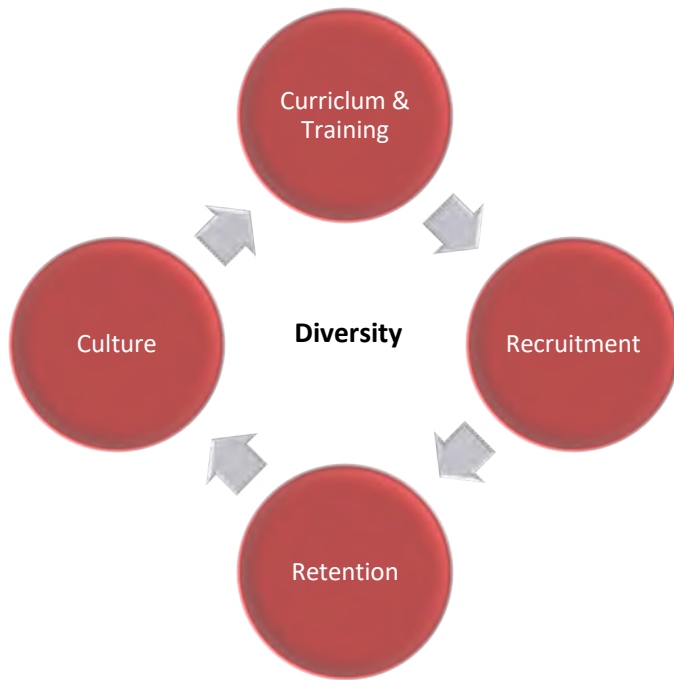
Interim Plan for 2019-2020 - draft

Note: Data submitted for the next cycle of the Institutional Programs of Cultural Diversity Annual Progress Report, which is required by 11-406 of the Education Article will be based on a newly envisioned plan for the University of Maryland Eastern Shore (UMES). Each core principle/goal will include measurable outcomes to effectively tell a data driven story about cultural diversity at UMES. *The interim plan below is still in progress.*

Note: The institution will create a committee composed of various professionals to assist with reimagining diversity at UMES. The work of the committee will be complete in summer 2019. Committee composition will include Institutional Equity and Compliance, Academic Affairs, Enrollment Management and Student Experience, and Human Resources.

Strategic Diversity Goals:

The broad goals and framework are structured around four core diversity principles that have been central to developing a sustainable institutional frame work and set of initiatives focused on cultural diversity.



Core Principle/Goal #1: Curriculum/Training

- Academic curriculum, research, and training/workshops.
 - To be developed.

Core Principle/Goal #2: Recruitment

- Increase proportion of the underrepresented (non-African American American) and students from other cultures; promote academic success of underrepresented graduate students; increase diversity of faculty; and attract and hire a diverse classified and unclassified staff.
 - To be developed.

Core Principle/Goal #3: Retention

- Beyond attracting students, faculty, and staff, the prime objective is to ensure that undergraduate and graduate students graduate in a timely manner, faculty are tenured and promoted, and staff move through the ranks and remain at the institution.
 - To be developed.

Core Principle/Goal #4: Culture

- Develop deep levels of understanding of culture and difference by continuously working to foster campus environment that supports learning, development, and engagement across and between all members of the community.
 - Develop and improve ways to promote and advance multicultural understanding, cultural competence, and enhance initiatives that build cross cultural skills, knowledge, and understanding.
 - Increase the dialogue and communication around diversity and University System of Maryland's core belief about the positive impact of diversity on learning, collaboration, and achievement.
 - Reward, recognize, and motivate engagement in diversity from an administrative and foundational level – build and support processes and activities that meaningfully recognize engagement in diversity.

Note: Information developed through the Standards of Professional Practices for Chief Diversity Officers from the National Association of Diversity Officers in Higher Education.

**UNIVERSITY OF MARYLAND
UNIVERSITY COLLEGE**

2018 Annual Progress Report

On

Programs of Cultural Diversity

April 17, 2019

UNIVERSITY OF MARYLAND
 **University College**

Office of Diversity and Equity

April 17, 2019

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 Dr. Zakiya S. Lee,

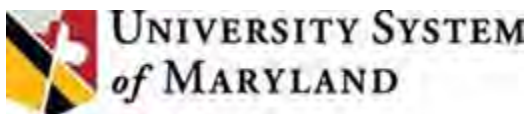
Attached please find University of Maryland University College's (UMUC) 2018 Annual Progress Report on Programs of Cultural Diversity.

Please feel free to contact me should you have any questions.

Sincerely,



Blair H. Hayes, Ph.D.
Ombudsman, Vice President and Chief Diversity Officer



2018-2019

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT TEMPLATE

Institution: University of Maryland University College Date Submitted: April 17, 2019

Point(s) of Contact (names and email addresses): Blair Hayes Blair.Hayes@UMUC.edu

Overall Guidelines:

- **For the 2018-2019 Programs of Cultural Diversity Annual Progress Report, complete the two sections (and subsections) in this template.**
- **In total (including all statements and tables) your report should be 10 to 12 pages.**
- **Please submit your report to Zakiya Lee (zlee@usmd.edu) by Wednesday, April 17, 2019.**
- **The USM will generate the desired demographic information; institutions are not responsible for providing that information.**

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>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: <u>2 to 4 years</u></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>	<p>Demographics of staff and faculty</p> <p>Demographics of applicant pool</p>	<p>USM generated for 2018-2019</p>	<p>Disability hiring</p> <p>Improved tracking of current vets and individuals within the University</p>
<p>Diversity Interviewing Skills Preparation is designed to ensure interview questions are fair and appropriate</p> <ul style="list-style-type: none"> • All interviewers are instructed to ask the same questions of all applicants to remove any bias and ensure consistency • Ensure all staff possess the skills necessary to represent the firm to a diverse candidate pool and recognize 	<p>Qualitative Feedback from applicants</p>	<p>N/A</p>	<p>N/A</p>

diverse skill sets and backgrounds as components of success at the university			
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.	Qualitative Feedback from individuals who have used the spaces	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. 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	
UMUC Lactation Rooms have been identified and are available for any staff requesting privacy for lactation	Qualitative Feedback from individuals who have used the spaces	Feedback has been positive and we continue to look for ways to make the space welcoming and comforting for nursing mothers	
The Accessibility Services Unit <ul style="list-style-type: none"> 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 Works with Human Resources to ensure successful implementation of accommodation and monitoring of job performance. 	Number of Registered Students Number of Employees requesting services	164 - New Students registered with the Accessibility Services Unit 56 - Employees were granted accommodations (e.g. office furniture, software, tele-work, etc.)	Further integration of accessibility services and ADA compliance with ongoing online course development
Strategic Partnering	New partnerships formed	CDO joined the Mid-Atlantic Diversity Officers in Higher	Continuing to look for opportunities for

<ul style="list-style-type: none"> ● Expanded outreach to talented professionals from diverse communities ● Professional development opportunities for UMUC staff <ul style="list-style-type: none"> ○ networking ○ knowledge exchange ○ new learning experiences ○ developing an effective approach to develop junior staff 		<p>Education Organization (MADOHE)</p> <p>Hosted Winter Meeting of MADOHE. 30 members of MADOHE participated in a full day of discussion and activities at the University of Maryland University College Inn and Conference Center</p> <p>Assistant Director of Multicultural Programs and Training serves as chair of the USM Women’s forum</p>	<p>staff to take leadership roles within organizations that offer a level of strategic partnering</p>
<p>SPARKS Internship Program</p> <ul style="list-style-type: none"> ● Internal rotational internship to allow staff an opportunity to experience another department or unit within the University ● Staff will be able to intern with another UMUC team for 4-weeks and then will return to their team ● 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 	<p>Fully Developed Plan and Strategy</p>	<p>Program has launched and interns have begun their 4 week rotations</p>	<p>Evaluation of program will occur after each cohort of interns has completed their internship</p>
<p>Job Fairs (Virtual and Face to Face)</p> <ul style="list-style-type: none"> ● The Office of Institutional Advancement has increased the reach of their job fairs through the addition of virtual career fairs 	<p>Student/Alumni Participation</p> <p>Student/Alumni securing positions in companies throughout the region</p>	<p>pending data</p>	

<ul style="list-style-type: none"> • New technology has been developed to increase efficiency of the job fair process • Participants receive prep materials, connect with companies who are hiring, and receive follow up from UMUC and potential employers 			
<p>Job posts have been included in magazines, periodicals, and online job sites that reach previously under-represented populations</p>	<p>Increased diversity of applicants</p>	<p>Pending Data</p>	<p>Will look to continue expanding recruitment efforts to attract applicants from diverse backgrounds</p>
<p>Applicant tracking systems focuses on representation and demographics</p>		<p>Applicant tracking has been enhanced to collect veteran and disability status, along with traditional demographics</p>	
<p>Annual Affirmative Action Plan development</p>	<p>CDO annually collects affirmative action plan data and gathers reports related to staff data relative to the surrounding area in the DC Metro Area</p>	<p>Plan completed and maintained internally</p>	

Section I - Table 2: Reporting of Institutional Goal 2

<p>Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.</p> <p>Timeline for meeting goal within the diversity plan: <u>2 to 4 years</u></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"> • faculty and staff cultural training programs; • curricular initiatives that promote cultural diversity in the classroom; and • co-curricular programming for students. 	<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>Staff, faculty, and students complete online learning modules related to harassment prevention, Title IX, and EEO.</p>	<p># of participants who have completed the “Preventing Discrimination and Sexual Violence: Title IX, VAWA and Clery Act” Training</p>	<ul style="list-style-type: none"> • 492 – Faculty • 330 – Staff <p>Total - 822</p>	<p>Expand online training options to reach students that are located across the globe</p>
<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"> • January - Martin Luther King Jr. Day of Service Lecture by Mitzi Sinnot • February - African American Heritage Month Lecture by Joy Jones • March - Women’s History Month Lecture by Jinahie • April - Earth Day Lecture by Cora Lee Gables • May – Military Appreciation Month Lecture by Yvette Branson • June – Carribean American Heritage Month Lecture by Doreen Thompson 	<p># of attendees to diversity events and programs</p> <p># of participants in online modules</p>	<p>January - 100 attendees</p> <p>February - 90 attendees</p> <p>March - 90 attendees</p> <p>April - 80 attendees</p> <p>May - 80 attendees</p> <p>June - 110 attendees</p> <p>September - 70 attendees</p> <p>October - 75 attendees</p> <p>November - 85 attendees</p> <p>9 - Diversity Events</p>	<p>Plan to increase availability of offerings through online or webcast technology</p>

<ul style="list-style-type: none"> ● September - Hispanic Heritage Month Lecture by Lina Guzman ● October – Disability Employment Awareness Month Lecture by Christina Irene ● November - Native American Heritage Month Documentary – Recovering the Lost Language 		780 – Total Participants	
<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"> ● Martin Luther King Jr. Day of Service ● African-American Heritage Month ● Women’s History Month ● Irish-American Heritage Month ● Gay, Lesbian, Bisexual, Transgender Pride Month ● Caribbean-American Heritage Month ● Independence Day ● National Day of Services and Remembrance ● German-American Heritage Month ● Domestic Violence Awareness ● Constitution Day ● National American Indian Heritage Month ● Universal Human Rights Month 	# of posters printed and distributed	250 of each poster printed and distributed throughout the United States and Internationally	
<p>Providing online diversity training modules through Everfi</p>	# of online diversity training modules being offered	<p>7 online diversity training modules</p> <ul style="list-style-type: none"> ● Accommodating Disabilities ● Bridges: Taking Action (Title IX/Clery Act ongoing) ● Clery Act Basics 	

		<ul style="list-style-type: none"> ● Diversity: Inclusion in the Modern Workplace ● Harassment and Discrimination Prevention ● Managing Bias ● Workplace Violence Prevention 	
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"> ● 229 new hires(staff/faculty) 	
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 <ul style="list-style-type: none"> ● BEHS 220 – Diversity Awareness ● BEHS 320 – Disability Studies ● BEHS 453 – Domestic Violence 	# of students participating in the courses	BEHS 220 – 736 Students BEHS 320 – 505 Students BEHS 453 – 691 Students	
Intent vs. Impact Training <ul style="list-style-type: none"> ● Working with participants to understand the potential hurt ones actions can cause, regardless of what is in one’s heart ● Understanding how to fix inadvertent damage that our words or actions may cause ● Demonstrating how to express oneself when your feelings have been hurt by the action of another 	# of diversity sessions conducted	Conducted 3 Diversity Training Programs	
Outreach and Athletics Activities <ul style="list-style-type: none"> ● UMUC Tigers Softball team competes in the Kenilworth Recreation League 	# of staff, faculty, students, and alumni	24 staff, faculty, students, and alumni participated as part of	Examining additional outreach activities that would be

<ul style="list-style-type: none"> UMUC Virtual Dragons Dragoon Boat Team compete in festivals throughout the Mid-Atlantic Region 		<p>the UMUC Tigers Softball Team</p> <p>20 staff, faculty, students, and alumni participated as part of the UMUC Virtual Dragons</p>	<p>beneficial for the UMUC community</p>
<p>Overseas Diversity and Inclusion Efforts</p> <ul style="list-style-type: none"> Multicultural training programs Cultural observances Outreach and Athletics 	<p># of overseas diversity and cultural awareness events and programs</p>	<p>12 Overseas Diversity Training Sessions</p> <p>8 Global Cultural Observances</p> <p>12 staff, faculty, students, and alumni participated as part of the UMUC Europe Volleyball Team</p> <p>9 staff, faculty, students, and alumni participated as part of the UMUC Europe Team</p> <p>18 staff, faculty, students, and alumni participated as part of the UMUC Europe Dragon Boat Team</p>	
<p>Bylee Massey Award</p> <ul style="list-style-type: none"> Granted to members of the UMUC Community who exemplify the spirit of diversity, volunteerism, and innovation 	<p>Successful nomination period from August 2018 to November 2018; 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"> Choose the academic program that is right for their military or civilian career goals Navigate their military and veterans benefits, financial aid, scholarships, and other payment options 	<p>N/A</p>	<p>N/A</p>	

<ul style="list-style-type: none"> • Give a preliminary determination of their potential transfer credits • Create a degree plan 			
<p>Arts and Humanity</p> <ul style="list-style-type: none"> • UMUC currently houses the largest collection of African-American art in the State of Maryland 	Growth of collection and ongoing invitation for citizens of Maryland to view and experience the UMUC galleries	N/A	
<p>Resolution Management</p> <ul style="list-style-type: none"> • Unit within the Office of Diversity and Equity positioned to research student's concerns and forward them to the appropriate UMUC department for resolution 	# of inquiries/escalations	358 Inquiries/Escalations received by the Office of the President for review by Resolution Management	
<p>Ombuds Office</p> <ul style="list-style-type: none"> • Established to provide confidential and informal assistance to the university community 	# of visitors to the Ombuds Office	81 visitors to the Ombuds Office	Exploring options for training additional ombuds support
<p>Mediation Services</p> <ul style="list-style-type: none"> • Service developed to help staff, faculty, and students dealing with workplace- and student-related conflicts, including interpersonal disputes, offensive office behaviors and issues of respect and cooperation 	# of mediations conducted	13 mediations conducted	Need to expand awareness of mediation offerings

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.

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.

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.

*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:

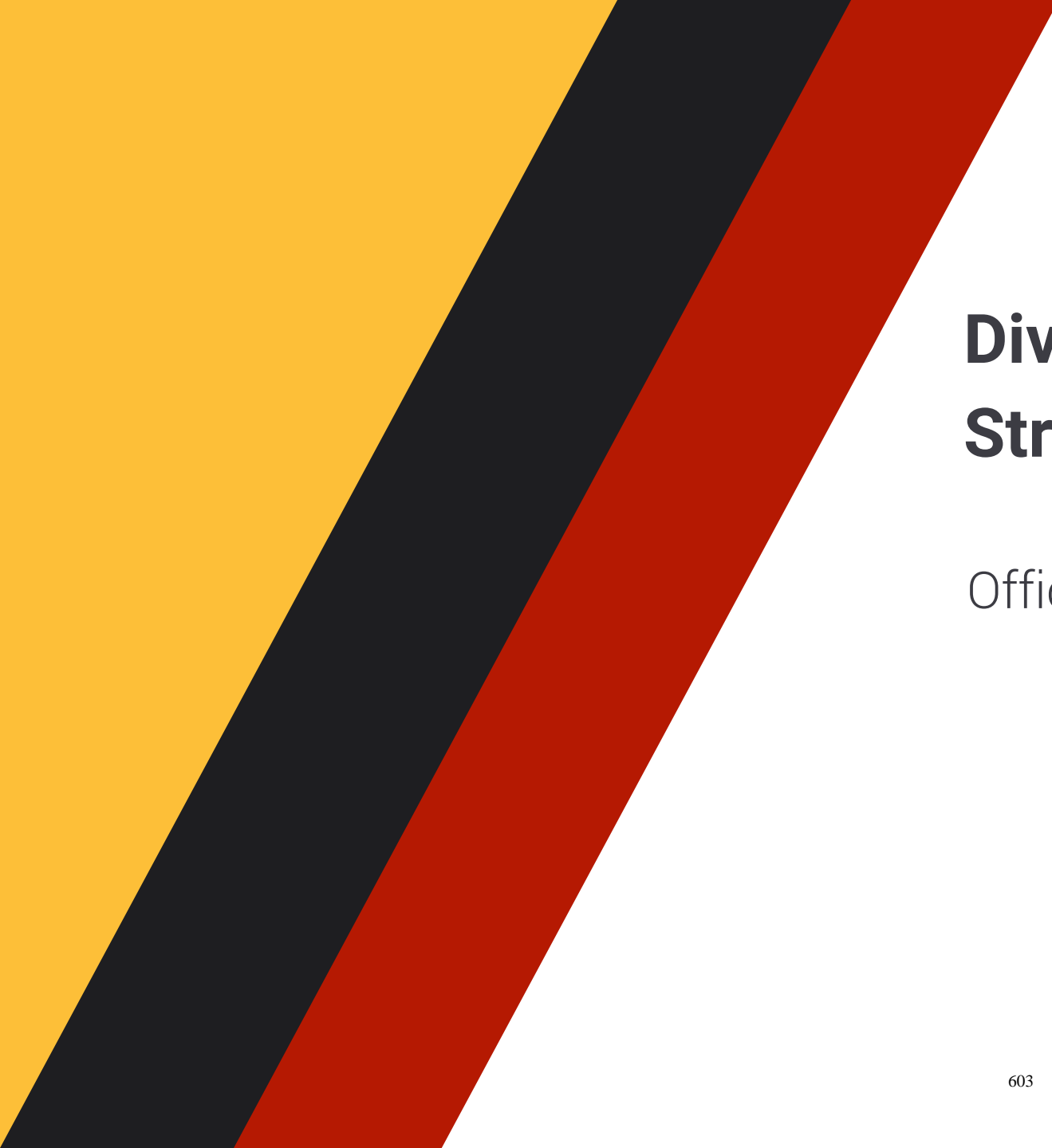
- Attracting faculty, students, and staff of diverse backgrounds
- Fostering an atmosphere of acceptance and inclusion
- Promoting open and honest discussions regarding diversity and inclusion issues
- Conducting ongoing assessments and strategic planning
- Providing communication and feedback channels 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.



Diversity and Equity Strategy and Implementation Plan

Office of Diversity and Equity



People are our Greatest Asset

- The aim of the Diversity and Equity Office is to create a diverse environment that actively fosters respect, inclusion, and opportunity for all members of the UMUC Community
- The goal is to help EVERYONE reach their potential within the university and have the true quality of their work define success

Defining Diversity

- At UMUC, diversity describes not simply our racial and cultural differences, but also describes the many factors that make us all individuals within this community
- These differences are important for us to not only recognize but to value
- Diversity is recognized as all the ways in which people differ-from race and gender to work experience and skill-set
- Diversity is a single word with many meanings
 - It is everyone's responsibility to understand these differences and nurture the diversity within us all

It is important to understand what diversity means in the broader context and what it means within UMUC

- Ethnic Identification
- Income
- Parental Status
- Learning Disabilities
- Education
- Values
- Military Experience
- Marital Status
- Working Style
- Economic Status
- Thinking Style
- Nationality
- Job Title
- Company Tenure
- Sexual Orientation
- Age
- Gender
- Race
- Religious Beliefs
- Work Background
- Gender Identification

The Value of Inclusion and Equity

- The Diversity Core Value and the Diversity Mission Statement underscore the university's commitment to valuing diversity and inclusion
- Diversity Core Value Statement:
 - ***Each individual brings value to our efforts and results***
- Changing times call for a dynamic, diverse, multi-disciplined workforce that embraces change, new ideas, and collaborative problem-solving
- The creative mind power of a diverse team can be UMUC's greatest **competitive advantage**
- Our overall strategy is designed to enhance the university's ability to build staff's diversity knowledge and skills
 - These skills will enable staff to be work more effectively with their colleagues and students from diverse backgrounds



Our Goals and Objectives

The Diversity and Equity Plan has involved the rollout of a number of key initiatives and activities aligned to four goals



We have achieved a number of key objectives in each goal area

SOURCING & RECRUITING

- Recruiting focused on diverse candidates
- Demographic Tracking of applicants and hires
- New Hire Orientations and Diversity Office Briefings
- ADA Compliance and Accessibility

ADVANCEMENT & DEVELOPMENT

- Increased awareness of Diversity Competency has increased interest and attendance in diversity training
- Identity-Based Training
- Required EEO and Title IX Training
- Diversity Competency Management
- Networking and Team-building
- Course Design Review and Input

COMMUNICATION

- Diversity Brown Bag Discussions
- Internal Outreach (e.g. Diversity Poster Series, Flyers, etc.)
- External relationships expanded and developed (e.g. USM Women's Forum, Mid Atlantic Diversity Officers in Higher Education, etc.)
- Diversity Movie Club
- UMUC Voices
- REACT

CULTURE & CLIMATE

- Heritage Month Programs and Speaker Series
- UMUC Outreach and Athletics (e.g. softball, dragon boats, cycling, etc.)
- Overseas Diversity Councils
- Core Values and Support
- Cultural Celebrations and Recognition
- Bylee Massey Awards
- Mediation and Coaching
- Ombuds Office Services
- REACT

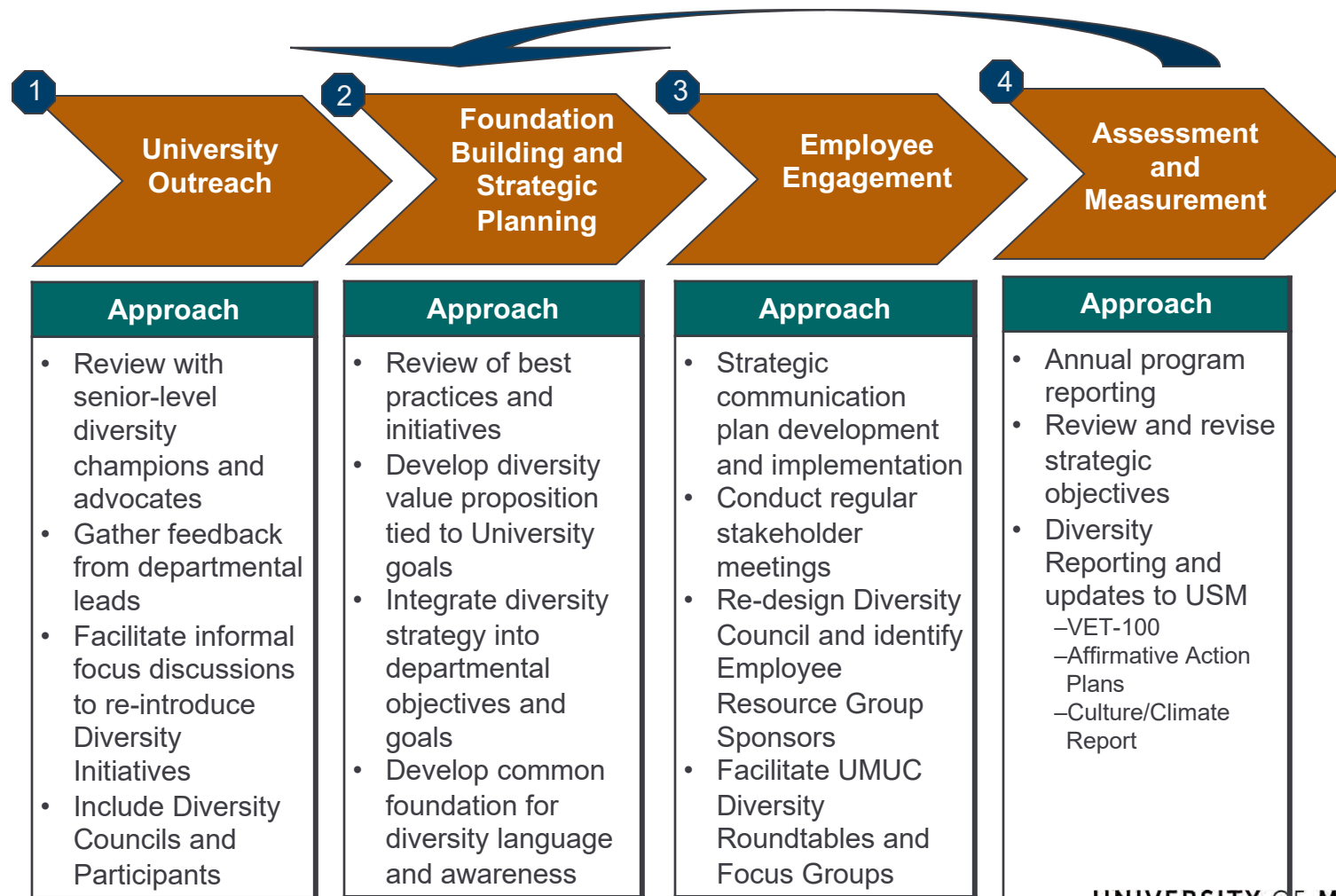
Engaging and Cultivating the feeling of Community

- The mission of the Diversity and Equity Office has evolved to include maintaining and enhancing the feeling of community for students, faculty, and staff
- These community-centered programs have included:
 - Outreach and Athletics Programs
 - Virtual Dragons – Dragon Boat Team
 - UMUC Tigers – Softball Team
 - UMUC Europe Volleyball Team
 - Diversity Movie Club
 - Diversity Heritage Month Series
 - The Bylee Massey Award
 - Alternative Dispute Resolution Programs (Mediation, Interpersonal Communications Programs, etc.)
 - REACT (Response Emergency Assessment Crisis Team)
- Going forward we will be working on socializing the Diversity and Equity Team **Community and Culture Strategy**



Implementation Plan

Phased Implementation Plan



Future Programs to Enhance Community and Culture Strategy

- Employee Resource Groups
- Diversity Discussion Programs
- Quarterly Recreational Events for staff and faculty
- Clubs
 - Yoga
 - Tai Chi
- Community Service and External Outreach
- Organizational Surveys and Assessments



Looking Forward

- “Mission First, People Always” Lloyd Miles
- Consider:
 - Who’s it for? What’s it for? and How do I know if it’s working?
 - How can I maximize my internal and external outreach?
- As the ambassadors for diversity and inclusion throughout the university, we all need to continue to build our diversity toolkit
 - Conferences
 - Workshops
 - Lectures
 - Books
- TBD – Diversity and Equity Team Brown Bags
- TBD - Diversity and Equity Team Value Proposition



Morgan State University Cultural Diversity Report

2019

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 estimated at 602,495.

Demographics for Baltimore City include the following: 62.8% of the residents are African American; 31.8% are White; 5.5% are Hispanic, 2.8% are Asian, 2.1% are two or more races, 0.5% are Native American and 0.1% are Native Hawaiian. For over 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 a broad segment of the population enjoys the benefits of higher education.

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. All members of the Morgan community are expected to contribute to the enhancement of cultural diversity on campus, and some members are responsible for monitoring the University’s initiatives and outcomes related to the diversity goals. (See Table 1). The Office of Diversity & Equal Employment Opportunity, the Office of Assessment in Academic Affairs, and the Office of Institutional Research will use the timelines in the assessment plan to collect, analyze, and report data on the goals and six core areas of the Diversity Plan.

Table 1: Summary of Strategic Plan to Enhance Cultural Diversity

Major Areas	Goals	Measure/Benchmark	Responsibility
Students	Undergraduate (UG): Goals 3-5 Graduate (GD): Goals 14-17 Non-Traditional (NT): Goals 18-21	Number of UG, GD & NT students (ALL)	Institutional Research Admissions, Registrar’s Office, Deans, Office of Student Disability Support Services Dept & Program offices Graduate School
Faculty/Staff	Tenure-Track: Goals 1-2 Faculty & Staff: Goals 30-33	Number of Faculty Number of Staff Climate Survey	Institutional Research Human Resources Dept. & Program offices Academic Affairs, Faculty Affairs and Development Office of Diversity & EEO
Curricular	General Education Program (GEP): Goal 29 Exchange Program (EP): Goal 28 Study Abroad: Goals 26-27	Curricular Initiatives Assessment of GEP Study Abroad data	Academic Affairs College of Liberal Arts Office of Assessment Int’l Student/Faculty Services
Socioeconomic	Economic Disadvantaged: Goal 6	Number of UGs with family income above national mean	Institutional research Financial Aid Office
Disability	Students with Disabilities: Goals 9-13	Professional development initiative, workshops, seminars, Academic Support Lab, Feedback Surveys	Student Disability Support Office of Assessment Facilities Management
Community Engagement	Climate: Goals 22-25	Community Initiatives Feedback Surveys	Center for Global Studies & Int’l Student/ Faculty Services, President, Academic Outreach

- The total number of undergraduate international students increased by 172% from 219 in AY 2010 to 595 in AY 2019 (Table A-1).

- The total number of graduate international students increased by 43% from 100 in AY 2010 to 143 in AY 2019 (Table A-2).
- The total number of Hispanic students enrolled at the undergraduate level increased more than 269% from 59 in AY 2010 to 218 in AY 2019 (Table A-1).
- The total number of Hispanic students enrolled at the graduate level increased 411% from 9 in AY 2010 to 46 in AY 2019 (Table A-2).
- The total number of White or Caucasian students enrolled at the graduate level increased 3% from 99 in AY 2010 to 102 in AY 2019 (Table A-2).

In an effort to reach new markets, the Office of Undergraduate Admission and Recruitment (OUAR) has expanded its recruitment efforts in out-of-state territories and modified its in state recruitment philosophy to position the University to continue its enrollment growth. Among the chief strategies employed by Morgan to enhance diversity is offering a comprehensive program of studies, including programs in the STEM fields, leading to the awarding of degrees at the undergraduate, master's, and doctoral levels.

The university awarded 88 STEM bachelor's degrees to women at the undergraduate level in AY 2018-2019, which is a 33% increase from 66 in AY 2010-2011. The university awarded 191 STEM bachelor's degrees to underrepresented minority students in AY 2019, which is a 72% increase from 111 in AY 2011. The total STEM bachelor's degrees awarded at the university increased by 95% in AY 2019 (327) from 168 in AY 2011.

At the state level for AY 2017, the most recent data available, Morgan is 1st in the number of bachelor's degrees awarded to African Americans in civil, electrical and industrial engineering, architecture, multimedia production and strategic communication, family and consumer science, philosophy and religious studies, social work and sociology; 1st among all campuses in the number of master's degrees awarded to African-Americans in architecture; 1st among all campuses in the number of doctorates awarded to African Americans in Community College Leadership, Engineering, Higher Education, History, Psychometrics, Public Health, and Social Work; and 3rd 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 1st in civil and electrical engineering; 2nd in actuarial science and family and consumer science; 3rd in multimedia production and engineering physics; 4th in architecture and nutritional science; and 5th in industrial engineering in bachelor's degrees awarded to African Americans. Morgan is ranked 1st (tied) in landscape architecture; 3rd (tied) in architecture; and 5th in urban transportation in masters degrees awarded to African Americans. At the doctoral level Morgan is ranked 1st in Community College Leadership and Psychometrics; 2nd in Public Health; 2nd (tied) in Engineering and History; and 4th (tied) in Social work in total number of doctoral degrees awarded to African Americans (IPEDS Completions Data 2016-2017 Preliminary).

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 an R2 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 Canvas' Learning Management System, Canvas 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 the 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 694 students in hybrid courses and 6253 students in online courses during the 2018-2019 academic year.

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*** provides scholarships to promising students, ages 25-50, who have experienced an educational gap of five years or more and are returning to complete a bachelor's

degree on a full-time or part-time basis. Since the initial award in 2008 to the Center for Continuing and Professional Studies, the Bernard Osher Foundation has funded 244 scholarships totaling over \$1,000,000 dollars. Ninety-four (94) students have graduated as Bernard Osher Scholars. The success of the Osher Scholarship Program has resulted in the funding of a new award, the ***Crankstart Reentry Scholarship Program***, begun in November 2016. This scholarship funds an additional 20 adult students, ages 25-50 who have experienced a break in their education of five years or more and are returning to complete undergraduate degrees. Current Crankstart majors include Social Work, Psychology, Engineering, Computer Science, Education, and Sociology. In March 2018, the Crankstart Foundation has provided a 2-year agreement of \$200,000 to fund the Crankstart Reentry Scholarship Program through 2020.

The ***Improved Opportunities for Parents (IOP) Program*** provides funding to help adult individuals, especially student-parents, obtain a bachelor's degree. Twenty (20) student-parents, 13 females and 7 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 the 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. In addition, since 2010, CASA has required students to engage in a common reading experience related to a social issue.

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 international student population during Academic Year 2018-2019

accounted for approximately 738 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 Southeast 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 perceptive 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 560 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 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 intercultural 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 143 awards for Fulbright-related grants for study, research, and/or teaching in 44 different countries have been offered to 133 Morgan State University students/graduates. As well, 75 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 ensuring 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 Division of International Affairs administers the ESL Program, which 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 Strategic Plan, Morgan State University’s *Office of Student Success and Retention* (OSSR) works 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 that 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 increase retention and graduation rates, from a 63% (2006 cohort) to a 72% (2017 cohort) retention rate in 2018 and from a 28% (2005 cohort) to a 43% (2013 cohort) graduation rate in 2019. 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, which provides 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's faculty is well-credentialed faculty and 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 705 total faculty (full-time and part-time) at Morgan, 53% (376) are males and 47% (329) are females. African-Americans comprise 48% (337) of the faculty at Morgan. White faculty (100) and International faculty (102) each comprise approximately 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. In addition, the EEO office is available to meet with faculty and staff search committees as needed to provide tips on how to recognize and avoid bias and prejudice in the selection process.

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

Center for Excellence in Teaching and Learning (CETL) at Morgan State University opened in May 2017. It is a unit under the auspices of the Division of Academic Affairs. 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. CETL assists faculty, staff, and graduate teaching assistants (TAs) in creating innovative and active learning environments in their classrooms. Its mission is to promote best practices in teaching that celebrate diversity, equity, and inclusiveness and lead to student success. CETL's work is guided by the scholarship on teaching and learning that is in turn grounded in the research in the field of faculty educational development. During AY2018-19, 43 different workshops/presentations/webinars or classroom observations were conducted that covered 26 topics and included 22 speakers. The 293 Morgan participants in these events were full-time and part-time faculty and staff, as well as doctoral students--three times as many that attended the previous year. Innovative events included a Friday morning 'Podcast and Bagels' discussion session, a virtual online panel discussion featuring eight journal editors from across the country, and Department Chair training.

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 or advance a career 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** operated 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 incorporate online training program(s) 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. The goal of SDSS is 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 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 continues to make strides to ensure that sexual orientation and gender identity and expression issues are included in the framework of diversity at Morgan State University. The University is fully committed to providing a diverse and inclusive environment by providing trans-inclusive programs and services and assessing University policies and procedures to ensure specific attention to the development of policies that are sensitive to individuals within the LGBTQA community. Further, Morgan State University will be re-introducing its **“Safe Space”** program, which will offer strategies for preparing students, faculty, and staff to be effective allies to the LGBTQ community.

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 participate in the week of events. The theme for 2018 was "*Building Our Legacy Together: Expanding Global Engagement at HBCUs*".
- The International Student Organization 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 the 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, 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 influences 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; Interservice; 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.

APPENDIX

Table A -1: Undergraduate Students Comparison													
	Baseline: AY-2010				AY-2016				AY-2017				#
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	
African American/Black	5761	92.9	2509	3252	5236	82.9%	2286	2950	4891	76.9%	2109	2782	49
American Indian or Alaska Native	12	0.2	4	8	16	0.3%	6	10	10	0.2%	4	6	1
Asian	46	0.7	25	21	40	0.6%	27	13	58	0.9%	41	17	1
Hispanic/Latino	59	1	20	39	226	3.6%	91	135	220	3.5%	89	131	2
White	102	1.6	49	53	114	1.8%	54	60	120	1.9%	70	50	1
Native Hawaiian or other Pacific Islander	0	0	0	0	5	0.1%	3	2	5	0.1%	4	1	1
Two or more races	0	0	0	0	215	3.4%	93	122	190	3.0%	81	109	2
International	219	3.5	122	97	416	6.6%	338	78	724	11.4%	622	102	7
Did not self-identify	0	0	0	0	51	0.8%	28	23	144	2.3%	69	75	1
Total	6199	100%	2729	3470	6319	100.0%	2926	3393	6362	100.0%	3089	3273	64

Table 1-B: Graduate Students Comparison											
	Baseline: AY-2010				AY-2016				AY-2017		
	#	%	Male	Female	#	%	Male	Female	#	%	Ma
African American/Black	792	77.1	294	498	887	63.1%	318	569	847	63.8%	3
American Indian or Alaska Native	2	0.2	1	1	1	12.5%	0	1	0	0.0%	
Asian	24	2.3	14	10	25	1.8%	12	13	27	2.0%	
Hispanic/Latino	9	0.9	7	2	53	3.8%	22	31	46	3.5%	
White	99	9.6	45	54	132	9.4%	61	71	129	9.7%	
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	40	2.8%	13	27	40	3.0%	
International	100	9.7	51	49	260	18.5%	141	119	228	17.2%	1
Did not self-identify	1	0.1	0	0	8	0.6%	3	5	10	0.8%	
Total	1027	100%	412	615	1406	100.0%	570	836	1327	100.0%	5

Table A-3: Faculty Comparison

	Baseline: AY-2010				AY-2016				AY-2017		
	#	%	Male	Female	#	%	Male	Female	#	%	Male
African American/Black	324	59.3	175	149	301	46.5%	154	147	339	48.6%	173
American Indian or Alaska Native	11	2	8	3	2	0.3%	1	1	3	0.4%	2
Asian	28	5.1	22	6	34	5.2%	26	8	35	5.0%	27
Hispanic/Latino	5	0.9	4	1	9	1.4%	6	3	10	1.4%	7
White	113	20.7	73	40	97	15.0%	56	41	102	14.6%	63
Native Hawaiian or other Pacific Islander	1	0.2	1	0	1	0.2%	1	0	1	0.1%	1
Two or more races	7	1.3	3	4	14	2.2%	7	7	12	1.7%	6
International	57	10.4	33	24	77	11.9%	44	33	92	13.2%	57
Did not self-identify	0	0	0	0	113	17.4%	59	54	104	14.9%	52
Total	546	100%	319	227	648	100%	354	294	698	100%	388

Table A-4: Staff Comparison

	Baseline: AY-2010				AY-2016				AY-2017			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	962	87.8	463	499	950	69.8%	416	534	1051	70.5%	469	582
American Indian or Alaska Native	3	0.3	1	2	6	0.4%	2	4	4	0.3%	2	2
Asian	16	1.5	6	10	24	1.8%	8	16	24	1.6%	10	14
Hispanic/Latino	10	0.9	4	6	40	2.9%	16	24	43	2.9%	18	25
White	64	5.8	40	24	54	4.0%	30	24	72	4.8%	43	29
Native Hawaiian or other Pacific Islander	2	0.2	0	2	1	0.1%	0	1	1	0.1%	0	1
Two or more races	12	1.1	5	7	24	1.8%	7	17	31	2.1%	12	19
International	25	2.3	13	12	124	9.1%	62	62	133	8.9%	65	68
Did not self-identify	2	0.2	1	1	138	10.1%	70	68	131	8.8%	62	69
Total	1096	100%	533	563	1361	100%	611	750	1490	100%	681	809

ST MARY'S
COLLEGE *of* MARYLAND

The National Public Honors College

St. Mary's College of Maryland
Cultural Diversity Report

2019

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. The Office for Inclusion, Diversity and Equity (IDE) is committed to engaging the entire campus with a robust slate of activities aimed at 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](#).

During 2018-19, the IDE Office was led on an interim basis by Dr. Ken Coopwood, Sr., a nationally recognized, four-time chief diversity officer (CDO) in higher education. During his tenure, Dr. Coopwood focused on ensuring continuity of current campus-wide training initiatives as well as beginning to apply formal structure to the SMCM diversity administration functionality. The incoming Vice President for Inclusive Diversity and Equity/CDO, Dr. Tayo Clyburn, will continue and expand on these initiatives throughout the 2019-20 academic year and beyond.

Throughout 2018-19, 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. While the 2019-20 academic year will be a year of transition as we welcome a new CDO, we also expect to expand and deepen cultural diversity efforts involving faculty and staff collaboration, student integration, and administration engagement.

Highlights of the 2018-2019 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 2018-19, 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 secondary schools with significant populations of underrepresented students; attending a wide variety of college fairs and workshops, including several organized by or for underrepresented or first-generation students; and providing transportation to underrepresented students to visit campus. The Office collaborated with the SMCM [DeSousa-Brent Scholars Program](#), a program for underrepresented students who are a good fit for the College, to increase new student capacity in the program by 50%, from 40 to 60 incoming students. [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. The Black Alumni Chapter in particular hosted mentoring events and panel discussions. Launching in Fall 2019, the Office of Alumni Relations will engage alumni in the recruitment process through a prospective student referral program. The Landers Scholars program, a new full-ride scholarship for underrepresented students, was launched with four recipients in Fall 2018 and fundraising is underway to ensure this program is endowed in perpetuity. Application and enrollment fee waivers were continued for low income and [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 continued to improve the [SMCM website](#) to ensure accessibility by disabled individuals, and to showcase online imagery that reflects the diverse nature of the campus. Those efforts were also carried over into the launch of the new brand initiative, naming SMCM as The National Public Honors College and describing its distinctive new LEAD (Learning through Experiential and Applied Learning) undergraduate core curriculum. The web pages of the Office of Inclusion, Diversity and Equity were redesigned to reflect a new theme, [StRIDE](#) (St. Mary's Resource for Inclusion, Diversity, and Equity).

In addition, the Office of Marketing [widely publicized](#) many events, programs, and faculty, staff and student accomplishments highlighting diversity of experiences and backgrounds, including the design selection process for the "A [Commemorative](#) to Enslaved Peoples of Southern Maryland" project; the annual Martin Luther King, Jr. Prayer Breakfast; the annual Math Girls day for middle school girls; and the inaugural Mulberry Music Festival.

SMCM also worked to maintain external partnerships, and seek new ones, to aid in supporting students from all backgrounds. In February 2019, SMCM became a member of the [Coalition for College Access](#), a national initiative of institutions committed to making college a reality for all high school students. SMCM also continued its relationship with [Human Capital Research Corporation](#) to develop and implement financial aid modeling, and continued partnerships with the [College Bound Foundation](#), [Strive for College](#), and the [American Talent Initiative](#) to support the recruitment of students from Baltimore City, first-generation students, and high achieving low-income students, respectively.

In 2018-19, SMCM continued 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.

Last year, SMCM recruited a first-year class for Fall 2018 that met or exceeded the target for the percentage of minority students for the sixth year in a row (see Table 1 below). The Fall 2018 entering class also included 21% first-generation college students, exceeding the target. Pell recipients comprised 17% of entering first-year students, falling short of this goal for the first time in four years. 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 through Fall 2018

	FA12	FA13	FA14	FA15	FA16	FA17	FA18
Entering first year class who are minorities (Goal: 25%)	17%	27%	33%	27%	31%	27%	25%
Entering first year class from first-generation households (Goal: 20%)	15%	19%	19%	19%	18%	25%	21%
Entering first year class receiving Pell Grants (Goal: 20%)	12%	23%	18%	21%	19%	20%	17%

B. Recruitment and retention of a diverse faculty and staff

Several strategies continued to be implemented in 2018-19 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. 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. The hiring processes continued to include search committee training, auditing of committee compliance with the College’s hiring processes and the utilization of the talent management platform, Interfolio. Updates and progress on all efforts were shared with the President and the Executive Committee. The Office of Human Resources hosted the State of Maryland 2019 EEO Retreat, commemorating ten (10) years of educating, empowering and leading.

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. The Office of Human Resources developed the College’s staff mentoring program, and continues to work with the Staff Senate to develop a method to pair mentees with mentors. Final implementation will promote diversity, improve retention, and increase loyalty, performance and productivity. New faculty seminars and faculty mentoring programs begin at the start of the academic year and extend throughout the first and second

years. In response to faculty requests, additional professional development conversations have been added for pre-tenure faculty past the first year of hire, addressing issues such as work/life balance and building a supportive network within and beyond campus. 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) rose five percentage points in two years, from 24% in 2016-17 to 29% in 2018-19 (see Table 2 below). Meeting these goals for faculty has been more challenging. Although in Fall 2017, an impressive 43% (6 of 14) of newly hired tenure-track faculty members were members of minority groups, none of the six incoming tenure-track faculty in Fall 2018 had 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, compared to 79% (30/38) of all faculty; and 70% (7/10) of minority faculty members earned tenure after the sixth year, compared to 67% (22/33) of all faculty.

Table 2. Percent Minority Full-time Faculty and Staff, Fall 2012 through Fall 2018

	FA12	FA13	FA14	FA15	FA16	FA17	FA18
Percent minority of all full-time tenured or tenure-track faculty (Goal: 20%)	14%	17%	17%	18%	16%	17%	16%
Percent minority of all NEW full-time tenure-track faculty (Goal: 30%)	20%	30%	0%	0%	8%	43%	0%
Percent minority of all full-time (non-faculty) staff (Goal: 28%)	25%	24%	23%	24%	24%	27%	29%

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.

The 2018-19 academic year saw the continuation of the two-stage, campus-wide DiversitySMCM program, a diversity training program for faculty, staff, and students. The program included an online training module offered by 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 training in 2018-19; for example, 80% of all employees (393 of 493) and 92% of new students 443 of 483) completed the

training. Assessment tools were developed to identify the degree to which participants associated specific behaviors to program concepts. Results from surveys of faculty, staff, and students suggested that participants comprehended a majority of assessed concepts across the content areas, including Understanding Diversity and Inclusion, Understanding Diversity Science, and Care for the Person. These assessments 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.

Several new [initiatives](#) were implemented in 2018-19. An All-Campus Community Conversation event was held in January 2019, where faculty, staff, and students gathered to discuss topics suggested by campus community members regarding aspects of inclusion across campus. Faculty, staff and students were also invited to join more informal monthly gatherings called “[DiversiTeas](#)” to discuss targeted topics of interest, including identity and cultural appropriation. All campus members were invited to contribute inspiring quotations for a campus-warming activity called [Diversity Landmarks](#), in which a series of signs were “planted” along highly trafficked campus sidewalks and entryways to promote individual and group diversity awareness and heighten a sense of community. Finally, [student fellows](#) in the Office of Inclusion, Diversity and Equity assisted with multiple events and efforts throughout the year, including hosting events, working with the Student Government Association, liaising with the Executive Council, and mentoring first-year students.

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 Inclusion, Diversity 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, including prevention and response. 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 Title IX Coordinator to develop and begin to implement a comprehensive sexual harassment prevention training program in compliance with Maryland law HB 1423.

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.

During the 2018-19 year, the College continued its efforts to improve both curricular and pedagogical supports for diverse students. SMCM hired the inaugural director of its new [Center for Inclusive Teaching and Learning](#). The CITL will focus on providing professional development opportunities for faculty and staff to employ high impact practices with a diverse student population (e.g., neurodiverse/neurodivergent students, students from underrepresented groups). The CITL has already begun providing such services; these include a restructuring of our Teaching Excellence Workshops into an [Inclusive and Innovative Instruction Conference](#), with a focus on critical issues pertaining to the implementation and assessment of inclusive classroom practices. In addition, last year SMCM faculty endorsed the framework for a new Core Curriculum, which includes a revision of our Cultural Perspectives requirement. This revision builds on the work of the [Social Justice Workgroup](#), which developed learning outcomes and proposed strategies needed to support a social justice requirement in the curriculum. Finally, two departments have continued their work with the [Council for Undergraduate Research's Transformations Project](#). This four-year grant supports the implementation of scaffolded major curricula that fosters the development of skills students need to pursue undergraduate research. One of the main aims of the grant is to show how such curricular transformations will increase the participation of students from underrepresented groups in undergraduate research.

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, the Jewish Student Union, and InterVarsity Christian Fellowship.

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 monthly to the Maryland State Police via the Uniform Crime Reporting (UCR) system, and reported in the [Annual Security and Fire Safety Report](#) in accordance with the Clery Act.

The St. Mary's County Sheriff's Office ("Sheriff's Office") may take the lead on investigating hate crimes. In accordance with Title IX and the Memorandum of Understanding ("MOU") between SMCM and the Sheriff's Office, 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. 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.

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.

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.

Independent Colleges and Universities

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

2019

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 land, campus buildings, operating expenses, and equipment. Today, the primary State support for independent higher education is through the Joseph A. Sellinger Aid Program, which was established in 1973.

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 11 years, MICUA has surveyed Maryland's independent colleges and universities to identify new and ongoing 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 2019 *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.



St. John's College

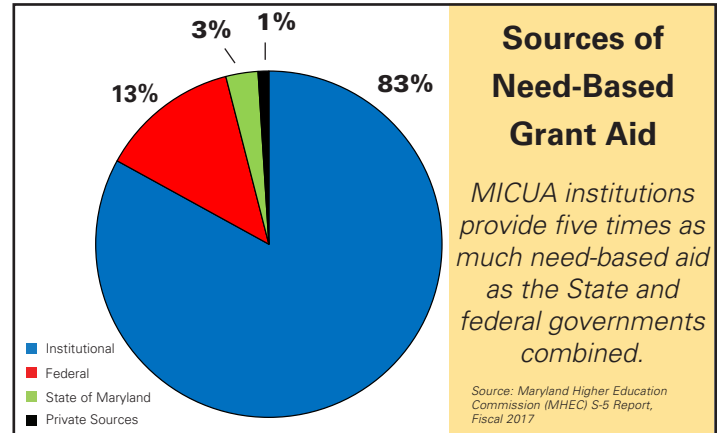
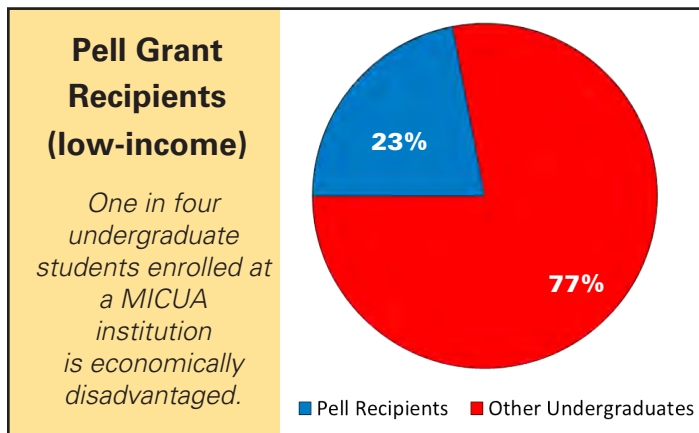
Enrolling Diverse Students

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. MICUA schools provide 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.



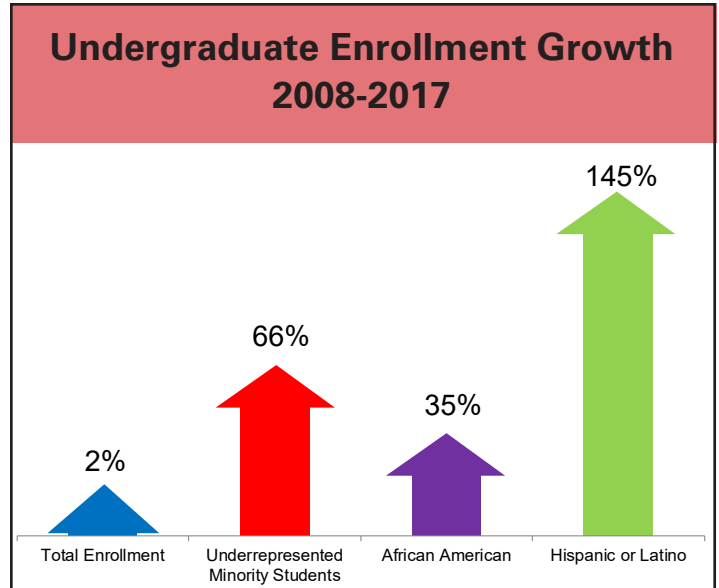
Notre Dame of Maryland University

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 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.



Today, **one in three** undergraduates at a MICUA institution is a student of color.



McDaniel College

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.

The mission of **Capitol Technology University** is to educate individuals for professional opportunities in engineering, computer and information sciences, and business through relevant learning experiences in the evolving global community. Capitol prides itself on being “An organization with faculty and leadership who stimulate and implement new curricula for the professions we serve, and that benefits a diverse community of learners.” Capitol’s strategic plan also includes two diversity goals: Explore international partnerships and opportunities; and Implement strategies to recruit and retain non-traditional students, to include working adults and active duty military.

Goucher College’s Mission Statement, Diversity Statement, and Community Principles all affirm that diversity and racial equity are central to a liberal arts education and to the institution’s core values. Goucher’s Mission Statement describes the College as “... dedicated to a liberal arts education that prepares students within a broad, humane perspective for a life of inquiry, creativity, and critical and analytical thinking.” The College has also added this Vision Statement to its Mission: “Become the model for accessible transformational education that integrates curricular and co-curricular learning to deliver graduates who can solve complex problems together with people who are not like themselves.”

St. John’s College’s Diversity Statement describes its educational aim as providing “... 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. Because it offers an education for all, St. John’s College has sought and continues to seek to make its program of study known and available to people of diverse backgrounds.”

The Mission Statement of **Stevenson University** describes the University as “... an innovative, coeducational, independent institution offering undergraduate and graduate students a career-focused education marked by individualized attention, civility, and respect for difference. The University blends the liberal arts with career exploration and planning, complementing a traditional education with applied learning beyond the classroom. The University meets students where they are and supports and challenges them to become reflective and accomplished individuals committed to a lifetime of learning and contribution. Students graduate with the competence and confidence needed to address creatively the opportunities and problems facing their communities, the nation, and the world.”



Strategic Plans & Goals



Mount St. Mary's University

MICUA COLLEGES AND UNIVERSITIES RECOGNIZE diversity in their long-range strategic plans by establishing goals to create inclusive and welcoming environments, increase engagement, sponsor cultural activities, and foster inclusive communities.

Johns Hopkins University's *Roadmap on Diversity and Inclusion* articulates the University's belief that a community of diverse people, thought, and experiences is essential to its core mission and long-term success. The second annual progress report, published in April 2019, highlighted the successes and challenges the University faced over the past year, and provided a transparent account of new or progressing initiatives. It also noted future initiatives and focused on additional issues and challenges of importance to the University community, including those voiced in campus protests on issues such as campus safety, federal immigration policies, disability services, and handling of sexual misconduct cases.

Loyola University Maryland's current strategic plan, *The Ignatian Compass, Strategic Plan 2017-2022*, pays explicit attention to diversity by establishing the Ignatian Citizenship Commons: "Loyola will embrace an action-oriented commitment to greater diversity, equity, and inclusion, seeking to make an impact in our own campus community and at local, regional,

national, and global levels. The Commons will advocate for the public and communal application of the Ignatian tradition of reflection, discernment, and action as invaluable social virtues."

In the **Mount St. Mary's University** *Strategic Plan: 2018-2023*, diversity and inclusion are prominently featured under Goal 6: Culture of Teamwork, which states, "The Mount fosters a culture where all members of our community are treated with dignity and respect and where they feel they are a valued and trusted member of our team." Specific strategies include establishing a welcoming climate and more inclusive learning community, continuing to diversify its student body, and defining and advancing diversity and inclusion.

Washington College includes a number of diversity-related goals in its long-range plans, including increasing the racial, ethnic, religious, sexual orientation, national origin, and socio-economic diversity of the student body, faculty, and staff; and confronting and challenging attempts to dehumanize others through prejudiced attitudes, behaviors, and practices that exclude, demean, or marginalize any individual or group. The College has also made commitments to "support and recruit excellent teacher-scholars and staff committed to the distinctive character of a Washington College education."

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. They have also developed collaborative initiatives to foster inclusivity and hired staff to coordinate and oversee the range of programs and issues related to diversity.

At **Hood College**, the Office of Diversity and Inclusion offers programming, initiatives, and accessible resources for students from underrepresented populations. Throughout the year, students are provided with a services to foster an inclusive community, including diversity training, orientation and programming for underrepresented and international students, and professional staff who support and advocate for issues of awareness, equality, and inclusivity. Efforts over the past year include webinars/trainings on mentoring students of color (October 2018), creating a culturally relevant bystander intervention curriculum (November 2018), overcoming unconscious bias and racial tensions (April 2019), and bridging the gap between Islam, Islamophobia, and contemplative pedagogy (May 2019).

Maryland Institute College of Art (MICA) created the Office of Multi-ethnic Student Services almost 30 years ago to address issues with the retention of African American students at the institution. The Office's scope of service was examined and expanded in 2008, and again more recently as a result of the President's Task Force on Diversity, Equity, Inclusion, and Globalization. The Office, now named the Center for Identity and Inclusion, was restructured to expand its efforts to include all students regardless of race and ethnic backgrounds, sexual orientations and expressions, ability, religious, political, socio-economic backgrounds, and all other areas of diversity central to the mission of creating a truly multi-cultural environment promoting cross-cultural sharing and learning. The Office has been relocated to one of the main buildings on campus with high traffic and high visibility, with increased staffing, and with increased cross-institutional support and advocacy.

McDaniel College's Office of Diversity and Inclusion provides visible leadership and direction for the College's diversity and

inclusion initiatives by developing programs to promote diversity awareness and understanding; supporting and coordinating student groups that serve diverse student populations; and serving as a resource to underrepresented students, faculty, and staff. The Office collaborates with campus organizations and offers programs and training opportunities throughout the year. Recent workshop topics include: Multicultural Competency; Privilege, Power, and Oppression; Safe Zone: LGBTQ +, Gender, and Sexuality; and Difficult Conversations: Challenging the Idea Not the Person.

Washington Adventist University's Diversity Committee is dedicated to promoting cultural sensitivity among students, staff, and faculty and to creating a conducive environment where everyone feels safe and respected. The Committee, chaired by the Vice President for Ministry, collaborates with the Vice President for Student Life and the Student Association on programs, events, and diversity initiatives. The Diversity Committee directly reports to the President's Cabinet through the Committee Chair. Intentional planning, programming, and assessments are addressed every month and presented every week in the Office of Ministry between Campus Ministry Chaplain and Vice President for Ministry.



Loyola University Maryland

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, non-western civilizations, foreign languages, diversity, and inclusion. Described below are a few examples of courses and programs that promote diversity.

At **Loyola University Maryland**, Diversity is one of nine Undergraduate Learning Aims with a focus on students' "recognition of the inherent value and dignity of each person, and ... respect for the differences of race, gender, ethnicity, national origin, culture, sexual orientation, religion, age, and disabilities." The core aim also imparts the importance of awareness of "structural sources, consequences, and responsibilities of privilege" and other cultural competencies. Undergraduates must also complete a Diversity Course Requirement for graduation, satisfied by global diversity, domestic diversity, or social justice courses.

Notre Dame of Maryland University included "Development of a Global Perspective" as one of the General Education Learning Outcomes for students. As a part of the University's General Education requirements, students are required to complete courses on gender studies and cross-cultural studies and engage in service in their local communities. Cultural literacy is ingrained

in the curriculum beginning with the University's freshmen orientation course which has an individual and group service requirement. The University also chooses an annual "Common Read" to unite the campus with a work that demonstrates understanding and responsiveness to social problems, promotes dialogue, and raises issues related to gender and global perspectives.

Stevenson University's General Education requirements include "Intercultural Knowledge Competency." The Diversity Curriculum Task Force, created by the University's Academic Affairs Committee in the fall 2018 semester, suggested this requirement be incorporated into the First Year Seminar course, English 152, and at least once in each academic program. First Year Seminar faculty participated in targeted diversity professional learning in May 2019, and professional development opportunities will be offered to additional Stevenson faculty. Students in the First Year Seminar will complete surveys to assess the course learning activities, which will include questions devoted to diversity learning outcomes. Many courses at Stevenson also embed weekly service-learning into the curriculum to engage students in authentic, real-world experiences and help them better understand course content and reflect upon possibilities for personal and social change.



Washington College

Activities & Organizations

MICUA MEMBER INSTITUTIONS TAKE ACTIVE measures to create a welcoming environment for students both inside and outside of the classroom. 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 different perspectives.

At **Capitol Technology University**, several student clubs and organizations support culturally diverse students, including the University's chapter of the National Society of Black Engineers, whose mission is to encourage minorities to pursue engineering and technical-related degrees; and the Society of Women Engineers, the largest nonprofit educational and service organization representing students and professional women in engineering and technical fields. Capitol Tech also houses oSTEM, a student group whose mission is to unite LGBT students who are studying science, technology, and engineering and serve as a professional and social organization that recognizes the needs of LGBT students and their allies.

Hood College's Director of Diversity and Inclusion, along with a committee of students, faculty, and staff, designs and implements an annual diversity program that is a part of fall orientation. This program, "Welcome to the NeighborHood," provides students with information about campus resources and teaches the norms of the campus community, including language usage and anti-bullying guidelines. The Director also collaborates with other campus offices and student organizations such as the Black Student Union, Queer Student Union, Feminist Student Union, La Comunidad, African Student Union, Hillel/Jewish Student Union, Muslim Student Association, and Global Citizens Club to sponsor heritage/history months with documentaries; games; educational, social, and cultural programs; fashion and talent shows; musical performances; and special trips.



Goucher College



Maryland Institute College of Art

Maryland Institute College of Art's (MICA) Center for Identity and Inclusion presented over 45 diversity related programs during the 2018-2019 academic year. These trainings, events, and exhibitions promoted the goals of accepting, respecting, and valuing differences such as age, race, gender, ethnicity, religion, sexual orientation, gender expression, sexual identity, ability, language, family circumstances, and cultural backgrounds. For instance, faculty and staff from MICA and Morgan State University, along with Michael Cobb, United States Congress Legislative Assistant, interacted, challenged, taught, and prepped students for professional networking opportunities during "Art 2 Art," a networking event that created fruitful connections and generated new opportunities for students of color. Another initiative, "The Collective," was created to foster and strengthen the MICA community through civic and conscious dialogue with faculty, staff, and student leaders around issues of race, gender, culture, and identity. The Men of Color, Women of Color, and Queer, Trans People of Color Collectives were designed as mentorship programs for students to learn how to navigate a white, male, cis, hetero-normative world.

Each year, the contributions of **Stevenson University's** students, faculty and staff, along with some of the region's best-known artists, entertainers, and speakers enhance campus life and enrich knowledge around the areas of diversity, inclusion, multiculturalism, cultural competency, and equity. Stevenson's women's leadership group, R.I.S.E., hosts events for numerous students on campus. The African Student Union hosts dance performances, food tastings, and exhibits such as "Experience Africa." The Black Student Union holds an annual fashion show that allows students to showcase their talents, as well as clothing from various locations. During this past Black History Month, a Black Lives Matter Showcase displayed many talented students as they gave reverence to African Americans who have made significant contributions to society. Other events were hosted in collaboration with student groups, faculty, and staff members to recognize and celebrate National Women's History Month and National Hispanic Heritage Month.

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.

The Office of Communications strives to represent **Goucher College's** diverse student body in all print and electronic publications and on its website. In the College's series of student, faculty, and alumni profiles online and in print, Goucher ensures there is reflection of the rich diversity in the community in terms of academic and extracurricular interests, ethnicity, gender, and geography. The "Experience Goucher" section of the website provides a page titled "Equity and Identity at Goucher" that emphasizes the College's commitment to diversity while also providing information and resources to prospective students. The website includes links to resources such as the Maryland Scholars Program; International Student Support; President's Council for Race Equity; Cultural Programming; and the Center for Race, Equity, and Identity. Goucher also hosts and promotes speakers, artists, and lecturers on campus who represent a wide range of views and backgrounds. In 2018-2019, the College hosted civil rights activist and author DeRay Mckesson, as well as clarinetist Anthony McGill, the New York Philharmonic Orchestra's first African-American principal player.

It is important to **Washington Adventist University** that any print and electronic materials represent the diversity on campus. The University is culturally and racially diverse and endeavors to reflect the campus's richness to the community and surrounding world. There are multiple communication streams that are disseminated to various internal groups and external stakeholders and other parties, including students, faculty, staff, alumni, neighbors and friends of the University, board members, and the press. Stories about diverse students and faculty are frequently

highlighted. In the past academic year alone, two of the more significant student success stories featured Latina students. These stories range from stories of freshmen just beginning their college journey, to seniors graduating with accolades. These stories are told via emails, videos, social media, and a student engagement mobile app.



Stevenson University



St. John's College

Washington College continues to be excited about the changing demographics of classes recruited, as well as the diverse intersecting social and cultural identities that make up the campus community of students, faculty, staff, alumni, and supporters. College Relations and Marketing designs promotional materials to highlight and accurately portray the diversity in the student population and to showcase unique strengths, achievements, and outcomes. Additionally, the institution works to have gender identity and expression, international/domestic,

racial, and other diverse identities in featured stories in the campus newspaper, *Washington College Magazine*, and other media. A campaign is underway to showcase a more diverse representation of faculty, staff, and students via visual images, such as banners and portraits, across campus. The College's Global Education Office also works closely with College Relations and Marketing to create specific promotional materials to distribute to international partner schools to help attract visiting exchange students to campus.

Recruitment, College Preparation, Intervention, & Community Outreach



McDaniel College

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.

Goucher College has several important components to its cultural diversity recruitment initiatives, including programming (on-campus and off-campus visits and college fairs) specifically targeted to underrepresented populations and schools that serve mostly underrepresented populations (e.g., Seed School of Baltimore, Bard High School Early College in Baltimore). Goucher also hosted group visits for community-based organizations and schools that provide access to higher

education for underrepresented high school students, such as the Baltimore Urban League Seminar. The College hosted the Diversity Overnight Experience for admitted students who identify as a person of color. The event was held in conjunction with Gopher Day, an all-day campus event for admitted students. Goucher also continued to feature 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 the admissions process and create a more transparent application for students of all backgrounds.

Over the past year, **Johns Hopkins University** expanded its undergraduate recruitment and outreach efforts to include working with several large school districts that serve substantial numbers of low-income or underrepresented students. The University brought more underrepresented and first generation students to campus for prospective- and admitted-student programs and, for the first time, gave every admitted first generation student the opportunity to be flown to campus with a guardian. Over the past year, the University also significantly expanded support for first-generation college students with financial struggles by creating networks designed to connect these students with each other and with faculty, staff, or alumni from first-generation or low-income backgrounds. The University also held an opportunities fair to expose students to high-impact experiences such as studying abroad and internships and started a pilot summer stipend program to provide competitive funding for unpaid or under-paid summer research or internship experiences.

St. John's College has a fly-in program and special tours that support its efforts to recruit a diverse student body. It emphasizes diversity in its Summer Academy, an on-campus summer college experience for high school students. St. John's also has a fully funded summer program coordinated with UNCF and AEI to host African American students in a leadership and critical thinking program. The College has a need-based financial aid program that enables students from all income levels to attend St. John's; 10% of currently enrolled students have family incomes below the poverty line, and 30% are Pell Grant eligible. The College has also announced that it has lowered undergraduate tuition for the 2019–2020 academic year from \$52,000 to \$35,000, which makes St. John's one of the most affordable liberal arts colleges in the United States.



Mount St. Mary's University



Stevenson 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.

The First Year Program at **McDaniel College** provides many levels of support for new first year students and transfer students. Every new student has a student Peer Mentor to help with the transition to McDaniel and to enhance the first year experience of all new students. The College has several Peer Mentor roles: First Year Seminar Peer Mentor, Honors Peer Mentor, Transfer Peer Mentor, and International Peer Mentor. The College's Director of Student Diversity and Inclusion trains the Peer Mentors annually to make them aware of the unique needs of diverse populations.

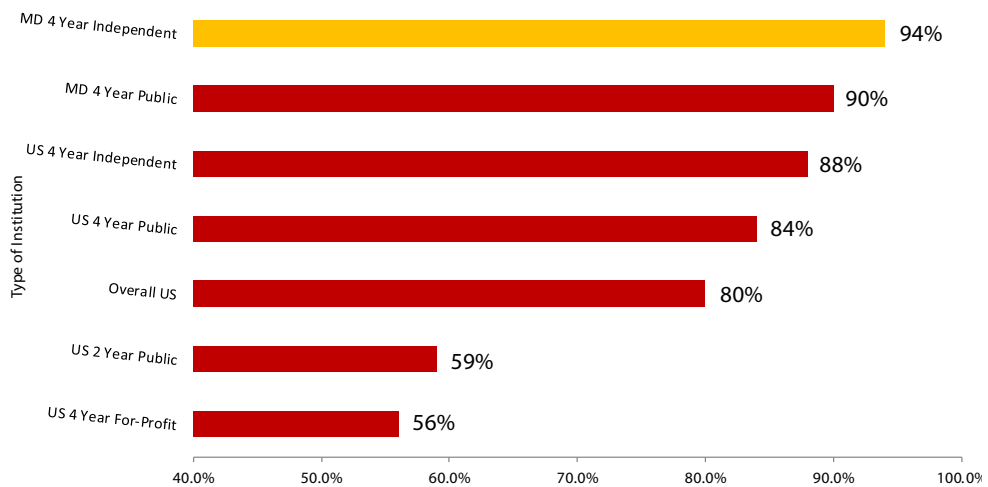
At **Mount St. Mary's University**, the Mount Cares Committee is a team of representatives from every professional segment of the community (Academic Affairs, Residence Life, Public Safety, Campus Ministry, Center for Student Diversity, Center for Student Engagement and Success, and Learning Services). This group meets on a bi-weekly schedule to review and discuss students who have been identified as at-risk by professors or other staff members. Every student is assigned a contact person from the Committee, who offers resources and help where needed,

including peer tutoring services. All new students convene multiple times a week with assigned advisors and mentors who also serve as the students' First Year Symposium professors. In 2018, Symposium faculty participated in a mandatory Culturally Responsive Teaching and Learning workshop sponsored by the Mount's Inclusive Excellence Committee.

Notre Dame of Maryland University's Trailblazers Program supports first generation college students via personalized meetings, workshops, collaborations with other on-campus departments/services, and guest speakers. The Program provides ongoing, essential support to help first generation students in Notre Dame's Women's College reap the benefits of college life, earn their degrees, and make their way into the world as college graduates. The Trailblazers Program has a new initiative called Primeras for first generation Latina students and their families as they navigate the college journey. Notre Dame's First Year Experience Task Force made suggestions to redesign the University's first year seminar course curriculum, which has been revised and launched. This course emphasizes the transition to Notre Dame, including the richness of its culturally diverse student body; support systems that enable student success; and the University's mission and values. Service-learning, peers as mentors and guest presenters, and assessment are built into the seminar, which is co-taught by faculty and Student Life staff.

6-Year Graduation Rates for First-Time, Full-Time Degree Seeking Students

Note: Totals include completion at transfer institutions.
(National Student Clearinghouse, 2018)



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. Students who receive a State Guaranteed Access grant and a GAPP grant may receive up to \$38,200 each year for four years. MICUA member institutions also offer individual need- and merit-based grants and scholarships to promote diversity.

Capitol Technology University offers full-tuition scholarships for high ability students who demonstrate financial need. Other high need students may qualify for institutional grant funds from \$2,000-\$12,000. In addition, based on donor specifications, Capitol awards specific funds for Baltimore City students, Prince George's County students, and women in cyber security. Capitol also offers a free summer program for its most at-risk incoming students, Capitol Institute for Student Success (CISS), which provides developmental coursework in math and English during the summer months.

Goucher College offers the Maryland Scholars Program for first-generation, socio-economically disadvantaged students from Maryland, with a four-year financial award exclusive of loans. The College also offers several endowed scholarships for multicultural students, including Bell (preference given to Asian students or American students of Asian descent); Brady (international students); and Hearst (awarded to economically disadvantaged students from urban schools in Baltimore), among many others.

In May 2019, **Mount St. Mary's University** received another \$1 million commitment from generous donors to support the Third Century Scholars program, which was originally established in 2007. This donation will provide eight more underrepresented, low-income students from urban communities (Washington D.C. and Baltimore) with full scholarships, a success coach, and operating funds. The Mount also actively pursues grant

opportunities to support underrepresented groups. For example, the University was awarded an S-STEM grant from the National Science Foundation that provides scholarships for high-achieving, high-need students.

The Washington Scholars Program at **Washington College** recruits high achieving and high financial need students from various metropolitan areas across the U.S. The Program includes an interview process, first-year student requirements, academic preparation for the student's career trajectory, cultural experiences, and personal and identity development with an emphasis on engaging in student development opportunities such as clubs, organizations, community immersion opportunities, and experiential learning activities. The College also offers several endowed scholarships to students who contribute to the diversity of the College including Hearst Foundation, Hodson Gilliam, Timothy Maloney Theatre, and Dr. Charles H. Trout.



Guaranteed Access Partnership Program

\$38,200 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.

Hood College's Diversity Coalition is comprised of at least two representatives from each of the College's diversity organizations, including the Black Student Union, Queer Student Union, Feminist Student Union, and La Comunidad (Latinx Student Union). These groups have established a tier-based executive structure so that each year, one or more first-year students are elected to their boards, providing new students the opportunity to experience leadership growth. Two years ago, the Student Government Association (SGA) amended its constitution to include a Diversity Chair on its Executive Board, who is selected from the Diversity Coalition. In spring 2019, the SGA adopted a campus-wide Inclusivity Resolution and Community Values Pledge. Students, faculty, and staff were invited to sign the pledge online.

At **Loyola University Maryland**, students of color are heavily involved in campus leadership, including both campus-wide leadership offices and leadership offices specific to diversity efforts, such as the Director of Diversity in the Student Government Association and leadership positions in African, Latino, Asian, and Native American (ALANA) related clubs and organizations. Other leadership opportunities during the 2018-2019 academic year included MOSAIC, an initiative that provides resources, support, and encouragement for Loyola's women of color. MOSAIC focuses on developing an inclusive environment that fosters sisterhood while involving, informing, and inspiring women. The University also offered a Leadership Summit, a day-long program focused on the intersections of social identity and leadership.

At **McDaniel College**, the Office of Diversity and Inclusion (ODI) works with students to develop leadership skills and meets regularly with the leaders of the organizations that fall under its umbrella. The Black Student Union, Africa's Legacy, Hispanic Latinx Alliance, and Asian Community Coalition are among the most active student groups on campus. The Director of ODI also recruits students to introduce keynote speakers, lead workshops and discussions, and serve on panels to share their experiences. Students have led efforts to grow the Edge Experience Program

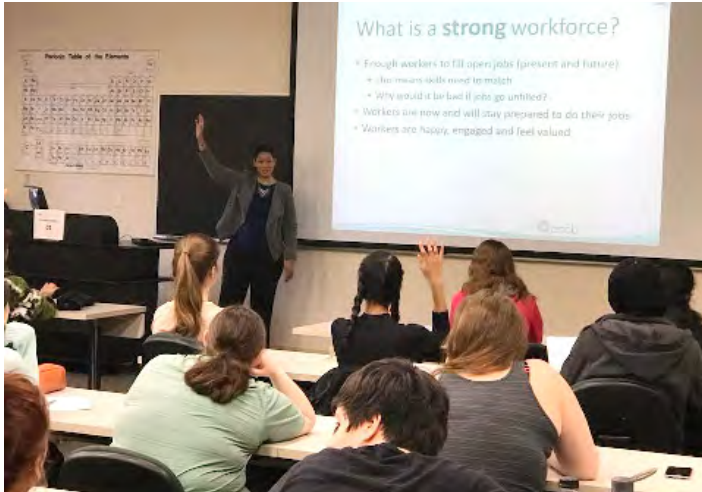
for students from Baltimore and to bring together multicultural student organizations in order to develop new ways to build communication among the groups. Students have also been instrumental to the Global Bridge Program, which runs with the support of a team of student mentors, most of whom were in the U.S. for less than five years before arriving at McDaniel.

Washington College's Office of Intercultural Affairs provides leadership for the Intercultural Ambassador Council, comprised of eight student leaders that represent the following intersecting social and cultural identities: Race/Ethnicity, International, Socioeconomic Status, Sex, Sexuality and Gender Identity/Expression (LGBTQ+), Ability, Religion and Faith, Women, and First-Generation College Students. The charge for each Ambassador is to engage the campus community via outreach and programming efforts across identities and difference. Additionally, there is an expectation that Ambassadors engage with broader communities, such as Greek Life, Athletics, Residence Life, and the Student Government Association. As a result, increased social justice and equity conversations have taken place across campus, with intentional cross-cultural relationship building. Students have benefited from greater accessibility to trained and passionate peers on issues of diversity, identity, and inclusion.



Capitol Technology University

Diverse Faculty & Administrators—Recruitment, Professional Development, & Retention



Notre Dame of Maryland University

A CRITICAL OBJECTIVE FOR MICUA members is to increase diversity among faculty and administrators.

Johns Hopkins University's Faculty Diversity Initiative (FDI), launched in 2015, has demonstrated important successes not only in supporting the recruitment of diverse faculty, but in launching and adjusting systems and practices needed to advance these aims. This year, the University completed the rollout of the faculty information system Interfolio to better track all parts of the faculty search process. Interfolio pairs with the recently adopted FacultyForce information system for tracking faculty activities, promotions, and retention. Together, these tools have helped systematize the University's commitment to diversity in recruitment and hiring. Ongoing University initiatives to increase faculty diversity include the Target of Opportunity Program, Visiting Professors/Scholars Program, and Provost's Postdoctoral Fellowship Program. For the third year, the Provost's Office has recognized faculty members with the Prize for Faculty Excellence in Diversity and Prize for Excellence in Faculty Mentoring.

Maryland Institute College of Art (MICA) has been working to diversify the faculty and faculty leadership on three fronts: 1) the recruitment process; 2) professional development programs; and 3) artists/designers/scholars-in-residence and public

programming. Implicit bias and anti-discrimination training is provided for search committee members for all faculty and academic leadership positions. During the 2018-2019 academic year, trainings were extended to staff and included over 120 MICA personnel. MICA has also worked to develop and institutionalize faculty professional development around issues of anti-discriminatory and inclusive teaching, multiculturalism, and other areas of contemporary practice. In 2019, MICA also expanded support for two endowed artist/designer/scholar-in-residence programs that bring regional and national artists of color to work in residence at MICA.

At **Notre Dame of Maryland University**, the University's non-discrimination and recruitment policies and guidelines require the development of applicant pools that include underrepresented groups in order to promote the University's goal of learning and working in an inclusive campus community. The University has taken part in the NCAA Presidential Pledge, geared towards achieving ethnic and racial diversity, gender equity, and inclusion, with a focus on hiring practices in intercollegiate athletics to reflect the diversity of the student athlete population. All of Notre Dame's faculty and staff position announcements include a diversity statement that welcomes diverse applicants, as well as those applicants who value diversity, to apply. This practice reinforces the University's mission, values, and commitment to creating a campus environment that appreciates the talents, skills, and perspectives of every member.

As **Washington Adventist University** continues to increase the diversity of its hiring pool, it is expanding its recruitment efforts and strategies to include professional organizations such as the National Association of Hispanic Nurses, Hispanic Association of Colleges and Universities, and the American Association of Blacks in Higher Education. Human Resources encourages bilingual candidates to apply. Structures are already in place for minority faculty and staff exchange programs, via agreements with several Central and South American universities. International volunteers have been and will continue to be brought in to serve in special capacities on campus on a selected basis. Over the past year, four volunteers from Brazil and the Caribbean have served at the University, and two have ultimately become employees.

Evaluation in Promoting Diversity

MICUA INSTITUTIONS CONTINUALLY EVALUATE cultural diversity programs and practices using a range of internal campus assessments and outside sources.

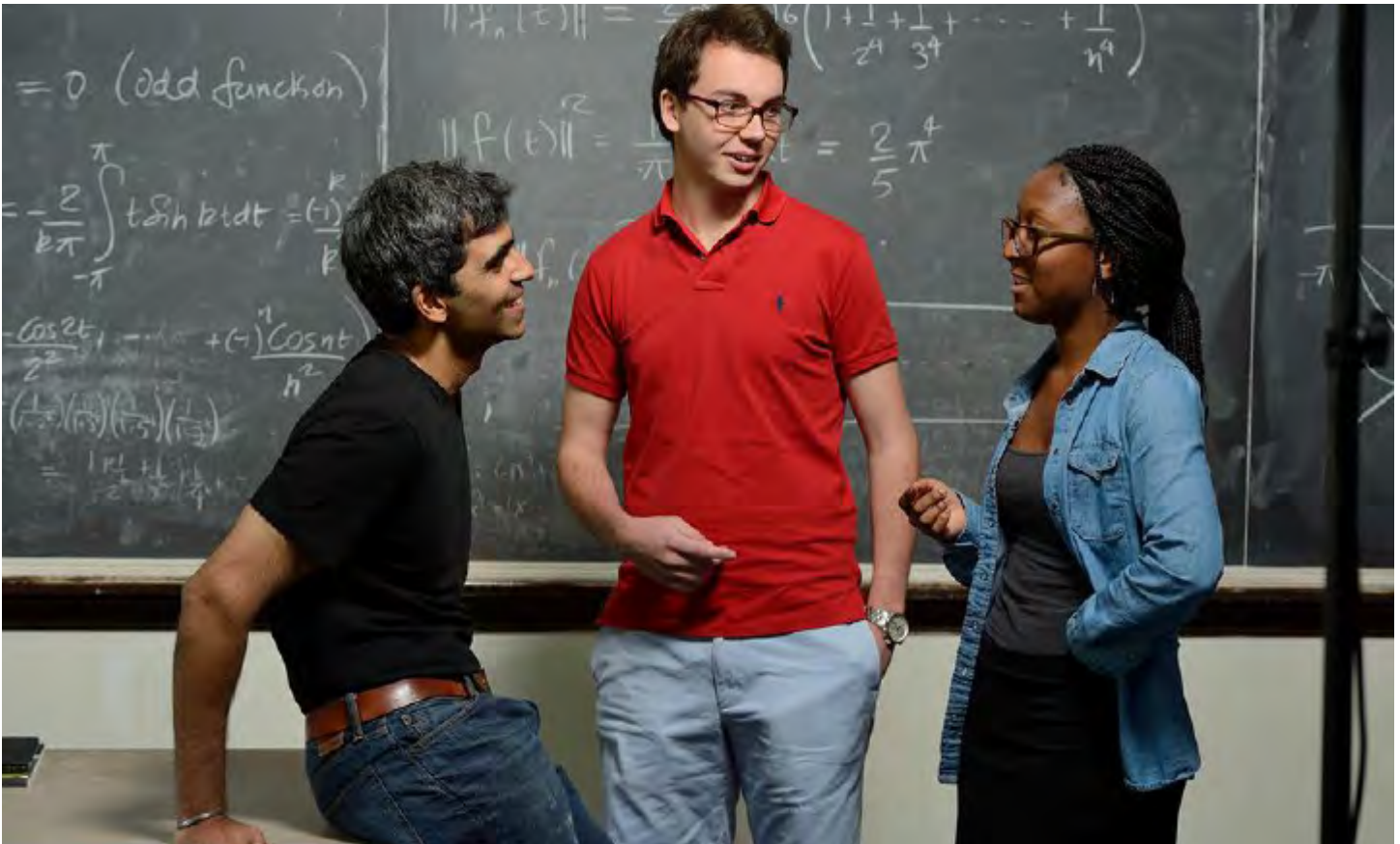
In 2018, **Johns Hopkins University** asked faculty to participate in the Collaborative on Academic Careers in Higher Education (COACHE) Faculty Satisfaction Survey, students to participate in a climate survey on sexual misconduct, and staff to participate in the Gallup-administered employee engagement survey. Data from these surveys, which included questions specific to diversity, were disaggregated by gender and race, and the analysis of the data will steer future programs and initiatives. Also in 2018, the Office of Institutional Equity (OIE) released its first report providing background and specific data on the University's response to reports of sexual misconduct and other forms of discrimination and harassment. The report provides increased transparency

around the work and approach of OIE and a baseline against which to measure progress in coming years.

McDaniel College has partnered with the Higher Education Research Institute (HERI) to assess student learning related to diversity. HERI's Diverse Learning Environments (DLE) Survey is based on research that states 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; campus practices as experienced with faculty, staff, and peers; and student learning outcomes. The data are being used to assess areas of strength and improvement regarding the College's efforts at promoting cultural diversity.



Washington Adventist University



Johns Hopkins University

At **Maryland Institute College of Art**, the President’s Task Force for Diversity, Equity, Inclusion, and Globalization (DEIG) was established to create a campus-wide plan. The Task Force began in 2015 and sunset in 2018. An Accountability Monitoring Group (AMG), with broad representation of leaders from various College constituency groups, has been appointed to monitor the DEIG plan and work in parallel with the President’s Council. The AMG will assess and review data and information such as relevant benchmarks used in various annual reports, curricular evolution, assessments, climate surveys, and faculty and staff diversity hiring data, among other measures.

Mount St. Mary’s University administered a campus climate survey to all students in spring 2015 and again in fall 2018. The results from the most recent survey were shared in individual meetings with the President’s Cabinet, faculty, in an open meeting, and with the Mount Inclusive Excellence (MIE) Committee. The MIE Committee also adopted an assessment plan to help identify gaps and challenges, guide recommendations for resource allocations, and track progress over time towards the goals and objectives in the University’s *Diversity and Inclusion Action Plan*.



Capitol Technology University

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.



Washington Adventist University

(8) Colleges and universities that embrace need-blind admissions policies and provide substantial need-based financial aid are more likely to attract diverse students. 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.

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LOYOLA UNIVERSITY MARYLAND



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MCDANIEL COLLEGE



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MOUNT ST. MARY'S UNIVERSITY



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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



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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.

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WASHINGTON COLLEGE



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Report on Institutional Programs of Cultural Diversity MSAR #8751

VOLUME III

November 2019

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MSAR # 8751
Report on Institutional Programs of Cultural Diversity
2019

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VOLUME III
Data Analysis

INTRODUCTION

Every three years, the Cultural Diversity Report includes detailed statistical data regarding student, faculty, and staff demographics at Maryland colleges and universities. Student data include information concerning age, gender, race/ethnicity, full-time/part-time enrollment, and educational outcomes. Faculty and staff data include gender, race/ethnicity, full-time/part-time status, and occupational categories. The brief analysis in this Volume will include highlights of current data, as well as observations on trends. These data are presented as Snapshot Data and Trend Data.

MHEC SUPPRESSION POLICY

The Maryland Higher Education Commission implemented a new Data Suppression Policy effective September 2019. This policy was implemented in accordance with the Family Educational Rights and Privacy Act (FERPA); contained in 20 U.S.C. § 1232g; 34 CFR Part 99. This policy states that MHEC will not publish data on a number of characteristics, including gender, race/ethnicity, and citizenship status, that might yield personally identifiable information concerning individual students, or if the number of students in a category might be insufficient to yield statistically significant information.

In order to protect student privacy, measures that have been utilized in reporting data in this report:

1. In instances where a subgroup total is smaller than 10, those subgroups have been suppressed. In order to prevent the calculation of suppressed cells, secondary suppression has been employed throughout the data tables; e.g., if the number of members of one racial group has been suppressed, the group with the next smallest number has also been suppressed to prevent calculating the value by subtracting from the total of all subgroups. This secondary suppression has also been employed at a segmental level; if one institution has subgroup values that have been suppressed, the subgroup totals for the institution with the next highest figures has also been also suppressed for these categories. In these instances, the secondary suppression figures may exceed 10.
2. Due to the small size of many racial and ethnic groups at the institutional level, racial and ethnic groups that would typically require suppression in reporting data have been aggregated in Snapshot Data. This means that racial and ethnic Snapshot Data are reported in the following categories:
 - a. White;
 - b. Black;
 - c. Asian;
 - d. Hispanic; and
 - e. Other – this category includes all other racial/ethnic groups, including American Indian or Alaskan Native, Native Hawaiian or Pacific Islander, Non-Resident Alien

and Foreign students, students reporting two or more races, and students for whom race is unknown.

HOW TO USE THE DATA

This volume consists of a compilation of Snapshot and Trend Data regarding selected demographic characteristics of the student, faculty, and staff populations at Maryland's public institutions, as well as student educational outcomes by gender and race/ethnicity. These two types of data have different, although related, utility:

- **Snapshot Data** provide a detailed analysis of data at the institutional and segmental levels at one point in time, reflecting the most current data collected. These data may be particularly useful when comparing institutions, or comparing institutional data to segment or statewide figures. However, it should also be noted that institutions are not necessarily directly comparable.
- **Trend Data** provide an analysis of summary data at the segmental level over time, reported in three-year increments to coincide with the Volume III reporting cycle. These data are useful in examining the evolution of diversity at Maryland colleges and universities. It is important to note, however, that as these data are at the segmental level and not at the institutional level, these figures may mask substantial variation across institutions. To keep the trend data reporting consistent over time, the racial/ethnic categories are restricted to Maryland's four largest racial and ethnic groups. Also noteworthy is that the 2010 changes to racial and ethnic category definitions means that figures before and after 2010 may not be directly comparable

KEY FINDINGS

- Community colleges and four-year public institutions have seen very different shifts in enrollment over the past decade and a half. Both saw large increases in enrollment around the time of the Great Recession, likely, in part, due to the economic conditions. However, while undergraduate enrollment at four-year public colleges and universities has continued to expand substantially, community college enrollment has declined. This may also be reflective of the economy; historically, as the economy strengthens, more potential students enter or stay in the workforce rather than attend community colleges.
- Statewide, the student body of Maryland's public colleges and universities is reflective of the racial/ethnic and gender diversity of the state's population. However, this has altered over time as members of groups historically underrepresented in higher education, particularly Hispanics, have enrolled at greater rates. At both the undergraduate and graduate levels, statewide, Maryland's public colleges and universities now serve a majority-minority student body.
- There is substantial variation across institutions in the level of racial/ethnic and gender diversity in the student population. This is particularly true at community colleges, where the racial and ethnic composition of the student body is largely driven by the demographics of the local service area. While institutions serving more urban areas tend

to have a much larger share of their enrollments comprised by minorities, those locations serving rural communities have far less racial diversity.

- Graduation and transfer rates at Maryland community colleges have increased for each of the four largest racial/ethnic group and both genders.
- Retention and graduation rates at Maryland's four-year public colleges and universities have also increased for both genders and each of the four largest racial/ethnic groups.
- Despite the fact that rates of successful outcomes at both community colleges and four-year public institutions have reached the highest rates on record for all subgroups, the uneven rates of increase mean that achievement gaps, particularly by race/ethnicity, persist.
- A strong majority of staff overall at both community colleges and four-year public institutions are female. The distribution of genders across occupational categories, however, is very uneven. Occupations such as construction, maintenance, military staff, and transportation are majority-male on Maryland campuses.
- Statewide, the racial/ethnic diversity of staff is fairly reflective of the demographics of the state. However, the racial/ethnic diversity of staff varies substantially by institution. This is especially notable at the community college level, likely reflecting the fact that community colleges draw particularly heavily from the local service area when recruiting for staff positions.
- There is greater diversity among faculty in institutions in urban areas than rural, again reflective of the demography of their surrounding areas. Additionally, those institutions with larger faculty populations tend to have more racially diverse faculty.
- Overall, the full-time instructional faculty populations differ substantially by segment in gender diversity, with community college faculty skewing heavily female and four-year institutions' faculty tipping majority male. However, gender and racial/ethnic diversity is substantially higher amongst junior faculty ranks than senior at four-year public institutions, which has contributed to an ongoing diversification of the overall faculty population.

CONCLUSION

Data show that Maryland public colleges and universities continue to make progress in increasing diversity throughout their institutions. However, there are a number of ways in which institutions must seek to increase diversity in terms of demographic representation in their student bodies and faculties and increase equity in student outcomes. Of particular concern is the ongoing equity gaps in student persistence and completion, the concentration of minority faculty members at particular institutions, and the disproportionality of specific genders in faculty ranks. Institutions should continue to seek out ways to address and remedy these important issues.

APPENDIX

Community College Enrollment, Fall 2018

		All Students		% of Full-Time Students	% of Part-Time Students
Allegany College of Maryland	Total	2,585			
	White	2,154	83.3%	73.4%	90.6%
	Black	249	9.6%	18.4%	3.2%
	Asian	*	*	.9%	.5%
	Hispanic	*	*	1.7%	1.3%
	Other Race/Ethnicity	127	4.9%	5.6%	4.4%
	Male	872	33.7%	40.0%	29.1%
	Female	1,713	66.3%	60.0%	70.9%
	Adult	584	22.6%	17.4%	26.4%
Anne Arundel Community College	Total	12,886			
	White	7,347	57.0%	55.7%	57.5%
	Black	2,160	16.8%	15.3%	17.3%
	Asian	588	4.6%	5.4%	4.2%
	Hispanic	1,054	8.2%	8.8%	7.9%
	Other Race/Ethnicity	1,737	13.5%	14.8%	13.0%
	Male	5,218	40.5%	47.6%	37.7%
	Female	7,668	59.5%	52.4%	62.3%
	Adult	4,654	36.1%	19.3%	42.8%
Carroll Community College	Total	3,042			
	White	2,522	82.9%	82.1%	83.3%
	Black	135	4.4%	2.7%	5.2%
	Asian	73	2.4%	3.4%	1.9%
	Hispanic	145	4.8%	4.9%	4.7%
	Other Race/Ethnicity	167	5.5%	6.9%	4.8%
	Male	1,269	41.7%	49.3%	38.1%
	Female	1,773	58.3%	50.7%	61.9%
	Adult	751	24.7%	8.0%	32.6%
Cecil College	Total	2,391			
	White	1,842	77.0%	74.4%	78.3%
	Black	191	8.0%	8.7%	7.6%
	Asian	29	1.2%	1.3%	1.2%
	Hispanic	131	5.5%	5.6%	5.4%
	Other Race/Ethnicity	198	8.3%	10.0%	7.5%
	Male	865	36.2%	43.9%	32.4%
	Female	1,526	63.8%	56.1%	67.6%
	Adult	664	27.8%	15.2%	33.9%
College of Southern Maryland	Total	6,882			
	White	3,696	53.7%	54.2%	53.4%
	Black	1,840	26.7%	25.5%	27.4%
	Asian	240	3.5%	3.7%	3.4%
	Hispanic	480	7.0%	7.0%	6.9%
	Other Race/Ethnicity	626	9.1%	9.6%	8.8%
	Male	2,736	39.8%	48.1%	35.0%
	Female	4,146	60.2%	51.9%	65.0%
	Adult	1,963	28.5%	12.5%	37.6%

Community College Enrollment, Fall 2018

		All Students		% of Full-Time Students	% of Part-Time Students
Chesapeake College	Total	2,081			
	White	1,425	68.5%	67.2%	69.0%
	Black	292	14.0%	11.4%	15.0%
	Asian	26	1.2%	1.7%	1.1%
	Hispanic	121	5.8%	6.0%	5.7%
	Other Race/Ethnicity	217	10.4%	13.6%	9.2%
	Male	731	35.1%	43.0%	32.1%
	Female	1,350	64.9%	57.0%	67.9%
Adult	564	27.1%	14.2%	32.1%	
Community College of Baltimore County	Total	18,830			
	White	7,362	39.1%	35.4%	40.5%
	Black	7,152	38.0%	35.5%	38.9%
	Asian	1,219	6.5%	7.8%	6.0%
	Hispanic	1,034	5.5%	6.1%	5.3%
	Other Race/Ethnicity	2,063	11.0%	15.1%	9.4%
	Male	7,170	38.1%	47.9%	34.4%
	Female	11,660	61.9%	52.1%	65.6%
Adult	7,783	41.3%	22.7%	48.2%	
Baltimore City Community College	Total	3,791			
	White	188	5.0%	3.4%	6.0%
	Black	2,577	68.0%	64.7%	70.1%
	Asian	44	1.2%	.9%	1.3%
	Hispanic	93	2.5%	2.6%	2.4%
	Other Race/Ethnicity	889	23.5%	28.5%	20.2%
	Male	1,171	30.9%	39.1%	25.6%
	Female	2,620	69.1%	60.9%	74.4%
Adult	2,071	54.6%	32.9%	68.7%	
Frederick Community College	Total	6,000			
	White	3,867	64.5%	62.4%	65.4%
	Black	738	12.3%	11.8%	12.5%
	Asian	268	4.5%	4.6%	4.4%
	Hispanic	746	12.4%	14.8%	11.4%
	Other Race/Ethnicity	381	6.4%	6.3%	6.4%
	Male	2,575	42.9%	49.6%	40.0%
	Female	3,425	57.1%	50.4%	60.0%
Adult	1,658	27.6%	13.6%	33.8%	
Garrett College	Total	658			
	White	508	77.2%	68.2%	93.2%
	Black	112	17.0%	25.2%	2.5%
	Asian	*	*	.2%	.4%
	Hispanic	*	*	1.9%	1.7%
	Other Race/Ethnicity	24	3.6%	4.5%	2.1%
	Male	315	47.9%	54.4%	36.3%
	Female	343	52.1%	45.6%	63.7%
Adult	77	11.7%	7.6%	19.0%	

Community College Enrollment, Fall 2018

		All Students		% of Full-Time Students	% of Part-Time Students
Hagerstown Community College	Total	4,156			
	White	2,975	71.6%	70.3%	72.0%
	Black	462	11.1%	11.5%	11.0%
	Asian	94	2.3%	2.6%	2.2%
	Hispanic	271	6.5%	6.7%	6.5%
	Other Race/Ethnicity	354	8.5%	9.0%	8.4%
	Male	1,500	36.1%	48.7%	32.0%
	Female	2,656	63.9%	51.3%	68.0%
Adult	1,299	31.3%	14.2%	36.7%	
Harford Community College	Total	5,865			
	White	4,098	69.9%	69.9%	69.9%
	Black	928	15.8%	14.9%	16.3%
	Asian	158	2.7%	3.2%	2.4%
	Hispanic	324	5.5%	5.9%	5.3%
	Other Race/Ethnicity	357	6.1%	6.1%	6.1%
	Male	2,509	42.8%	49.7%	39.2%
	Female	3,356	57.2%	50.3%	60.8%
Adult	1,536	26.2%	11.3%	33.9%	
Howard Community College	Total	9,211			
	White	2,993	32.5%	30.8%	33.4%
	Black	2,738	29.7%	27.0%	31.2%
	Asian	1,110	12.1%	12.4%	11.9%
	Hispanic	977	10.6%	11.2%	10.3%
	Other Race/Ethnicity	1,393	15.1%	18.6%	13.2%
	Male	3,941	42.8%	48.8%	39.5%
	Female	5,270	57.2%	51.2%	60.5%
Adult	3,214	34.9%	15.3%	45.7%	
Montgomery College	Total	21,720			
	White	4,891	22.5%	19.2%	24.3%
	Black	5,890	27.1%	25.5%	28.0%
	Asian	2,500	11.5%	13.1%	10.7%
	Hispanic	5,489	25.3%	24.8%	25.5%
	Other Race/Ethnicity	2,950	13.6%	17.5%	11.5%
	Male	10,064	46.3%	49.4%	44.7%
	Female	11,656	53.7%	50.6%	55.3%
Adult	6,943	32.0%	15.1%	41.0%	
Prince George's Community College	Total	11,885			
	White	466	3.9%	3.5%	4.1%
	Black	8,403	70.7%	65.1%	72.8%
	Asian	491	4.1%	5.7%	3.5%
	Hispanic	1,472	12.4%	16.3%	10.9%
	Other Race/Ethnicity	1,053	8.9%	9.4%	8.6%
	Male	4,414	37.1%	43.0%	34.9%
	Female	7,471	62.9%	57.0%	65.1%
Adult	4,685	39.4%	18.7%	47.2%	

Community College Enrollment, Fall 2018

		All Students		% of Full-Time Students	% of Part-Time Students
Wor-Wic Community College	Total	3,024			
	White	1,787	59.1%	60.4%	58.6%
	Black	763	25.2%	21.9%	26.4%
	Asian	79	2.6%	1.9%	2.9%
	Hispanic	175	5.8%	7.4%	5.2%
	Other Race/Ethnicity	220	7.3%	8.4%	6.9%
	Male	1,074	35.5%	42.6%	33.0%
	Female	1,950	64.5%	57.4%	67.0%
	Adult	1,090	36.0%	20.1%	41.6%
All Campuses	Total	115,007			
	White	48,121	41.8%	39.7%	42.8%
	Black	34,630	30.1%	28.0%	31.1%
	Asian	6,938	6.0%	7.0%	5.6%
	Hispanic	12,562	10.9%	11.8%	10.5%
	Other Race/Ethnicity	12,756	11.1%	13.5%	10.0%
	Male	46,424	40.4%	47.3%	37.2%
	Female	68,583	59.6%	52.7%	62.8%
Adult	39,536	34.4%	17.1%	42.4%	

Notes:

* Data have been suppressed to protect student privacy.

The "Other Race/Ethnicity" category includes individuals identifying as American Indian or Alaska Native, Native Hawaiian or Pacific Islander, Two or More Races, Foreign/Non-Resident Alien, and those with an unknown race/ethnicity.

Adult students are those students aged 25 or over at any time during the fall of 2018.

Source: Enrollment Information System, Fall 2018

Undergraduate Enrollment, Maryland 4-Year Public Colleges and Universities, Fall 2018

		All Students		% of Full-Time Students	% of Part-Time Students
Bowie State University	Total	5,308			
	White	*	*	1.7%	3.8%
	Black	4,397	82.8%	82.8%	82.9%
	Asian	*	*	1.2%	1.9%
	Hispanic	214	4.0%	4.2%	3.0%
	Other Race/Ethnicity	518	9.8%	10.0%	8.3%
	Male	2,046	38.5%	38.2%	40.2%
	Female	3,262	61.5%	61.8%	59.8%
	Adult	974	18.3%	13.1%	44.5%
Coppin State University	Total	2,362			
	White	*	*	2.6%	1.0%
	Black	1,908	80.8%	79.4%	84.9%
	Asian	*	*	.4%	.3%
	Hispanic	67	2.8%	3.1%	2.2%
	Other Race/Ethnicity	326	13.8%	14.6%	11.6%
	Male	525	22.2%	23.9%	17.4%
	Female	1,837	77.8%	76.1%	82.6%
	Adult	924	39.1%	26.8%	75.5%
Frostburg State University	Total	4,638			
	White	2,318	50.0%	49.0%	54.4%
	Black	1,446	31.2%	34.1%	18.0%
	Asian	96	2.1%	1.6%	4.3%
	Hispanic	232	5.0%	5.2%	4.0%
	Other Race/Ethnicity	546	11.8%	10.1%	19.3%
	Male	2,226	48.0%	52.6%	26.8%
	Female	2,412	52.0%	47.4%	73.2%
	Adult	676	14.6%	5.6%	55.5%
Salisbury University	Total	7,650			
	White	5,375	70.3%	70.7%	65.4%
	Black	1,068	14.0%	13.7%	16.9%
	Asian	286	3.7%	3.5%	6.2%
	Hispanic	328	4.3%	4.4%	2.3%
	Other Race/Ethnicity	593	7.8%	7.6%	9.3%
	Male	3,368	44.0%	43.6%	49.2%
	Female	4,282	56.0%	56.4%	50.8%
	Adult	615	8.0%	6.1%	32.7%
Towson University	Total	19,818			
	White	10,667	53.8%	53.4%	57.1%
	Black	4,518	22.8%	23.3%	19.5%
	Asian	1,254	6.3%	6.3%	6.6%
	Hispanic	1,628	8.2%	8.2%	8.0%
	Other Race/Ethnicity	1,751	8.8%	8.9%	8.7%
	Male	8,031	40.5%	39.8%	45.7%
	Female	11,787	59.5%	60.2%	54.3%
	Adult	2,319	11.7%	7.5%	41.3%

Undergraduate Enrollment, Maryland 4-Year Public Colleges and Universities, Fall 2018

		All Students		% of Full-Time Students	% of Part-Time Students
University of Baltimore	Total	2,569			
	White	814	31.7%	31.6%	31.8%
	Black	1,178	45.9%	46.6%	44.9%
	Asian	118	4.6%	5.2%	3.8%
	Hispanic	101	3.9%	4.7%	2.9%
	Other Race/Ethnicity	358	13.9%	11.9%	16.7%
	Male	1,036	40.3%	41.8%	38.4%
	Female	1,533	59.7%	58.2%	61.6%
	Adult	1,386	54.0%	37.1%	76.4%
University of Maryland, Baltimore	Total	909			
	White	423	46.5%	46.0%	48.3%
	Black	177	19.5%	18.2%	23.7%
	Asian	155	17.1%	17.7%	15.0%
	Hispanic	76	8.4%	9.1%	5.8%
	Other Race/Ethnicity	78	8.6%	9.0%	7.2%
	Male	120	13.2%	13.4%	12.6%
	Female	789	86.8%	86.6%	87.4%
	Adult	461	50.7%	40.5%	85.5%
University of Maryland, Baltimore County	Total	11,260			
	White	4,526	40.2%	39.3%	45.6%
	Black	2,053	18.2%	18.6%	16.2%
	Asian	2,462	21.9%	22.8%	16.4%
	Hispanic	874	7.8%	7.6%	8.4%
	Other Race/Ethnicity	1,345	11.9%	11.7%	13.3%
	Male	6,254	55.5%	55.5%	55.8%
	Female	5,006	44.5%	44.5%	44.2%
	Adult	1,750	15.5%	10.3%	46.2%
University of Maryland, College Park	Total	30,762			
	White	15,138	49.2%	49.6%	44.2%
	Black	3,582	11.6%	11.4%	14.7%
	Asian	5,318	17.3%	17.5%	14.5%
	Hispanic	2,934	9.5%	9.3%	12.6%
	Other Race/Ethnicity	3,790	12.3%	12.2%	14.0%
	Male	16,299	53.0%	52.6%	57.2%
	Female	14,463	47.0%	47.4%	42.8%
	Adult	1,920	6.2%	4.0%	34.6%
University of Maryland Eastern Shore	Total	2,597			
	White	274	10.6%	8.1%	35.0%
	Black	1,814	69.8%	72.1%	47.3%
	Asian	44	1.7%	1.5%	3.4%
	Hispanic	104	4.0%	4.1%	3.4%
	Other Race/Ethnicity	361	13.9%	14.2%	11.0%
	Male	1,152	44.4%	44.0%	48.1%
	Female	1,445	55.6%	56.0%	51.9%
	Adult	316	12.2%	7.5%	59.1%

Undergraduate Enrollment, Maryland 4-Year Public Colleges and Universities, Fall 2018

		All Students		% of Full-Time Students	% of Part-Time Students
University of Maryland Global Campus	Total	47,253			
	White	17,929	37.9%	39.8%	37.5%
	Black	12,311	26.1%	26.2%	26.0%
	Asian	2,179	4.6%	5.2%	4.5%
	Hispanic	6,439	13.6%	12.4%	13.9%
	Other Race/Ethnicity	8,395	17.8%	16.4%	18.1%
	Male	25,884	54.8%	51.6%	55.6%
	Female	21,369	45.2%	48.4%	44.4%
	Adult	35,692	75.5%	74.4%	75.8%
Morgan State University	Total	6,419			
	White	113	1.8%	1.5%	4.4%
	Black	5,121	79.8%	79.8%	79.6%
	Asian	48	.7%	.6%	1.9%
	Hispanic	218	3.4%	3.4%	2.9%
	Other Race/Ethnicity	919	14.3%	14.6%	11.2%
	Male	2,918	45.5%	45.1%	49.4%
	Female	3,501	54.5%	54.9%	50.6%
	Adult	998	15.5%	11.8%	52.5%
St. Mary's College of Maryland	Total	1,570			
	White	1,127	71.8%	71.9%	69.4%
	Black	142	9.0%	9.1%	6.1%
	Asian	57	3.6%	3.6%	6.1%
	Hispanic	107	6.8%	6.7%	10.2%
	Other Race/Ethnicity	137	8.7%	8.7%	8.2%
	Male	661	42.1%	41.6%	57.1%
	Female	909	57.9%	58.4%	42.9%
	Adult	53	3.4%	2.3%	36.7%
All Campuses	Total	143,115			
	White	58,867	41.1%	42.7%	38.1%
	Black	39,715	27.8%	27.9%	27.5%
	Asian	12,094	8.5%	10.1%	5.3%
	Hispanic	13,322	9.3%	7.8%	12.3%
	Other Race/Ethnicity	19,117	13.4%	11.6%	16.7%
	Male	70,520	49.3%	47.2%	53.2%
	Female	72,595	50.7%	52.8%	46.8%
	Adult	48,084	33.6%	14.9%	69.4%

Notes:

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The "Other Race/Ethnicity" category includes individuals identifying as American Indian or Alaska Native, Native Hawaiian or Pacific Islander, Two or More Races, Foreign/Non-Resident Alien, and those with an unknown race/ethnicity.

Adult students are those students aged 25 or over at any time during the fall of 2018.

Source: Enrollment Information System, Fall 2018

Graduate Enrollment, Maryland 4-Year Public Colleges and Universities, Fall 2018

		All Students		% of Full-Time Students	% of Part-Time Students
Bowie State University	Total	1,012			
	White	78	7.7%	7.6%	7.8%
	Black	715	70.7%	67.0%	73.8%
	Asian	21	2.1%	1.3%	2.7%
	Hispanic	27	2.7%	4.1%	1.5%
	Other Race/Ethnicity	171	16.9%	20.1%	14.2%
	Male	325	32.1%	33.3%	31.1%
	Female	687	67.9%	66.7%	68.9%
Coppin State University	Total	376			
	White	*	*	1.7%	.4%
	Black	254	67.6%	70.2%	66.3%
	Asian	*	*	0.0%	.4%
	Hispanic	*	*	0.0%	1.2%
	Other Race/Ethnicity	115	30.6%	28.1%	31.8%
	Male	62	16.5%	15.7%	16.9%
	Female	314	83.5%	84.3%	83.1%
Frostburg State University	Total	656			
	White	466	71.0%	69.8%	71.6%
	Black	51	7.8%	10.2%	6.7%
	Asian	17	2.6%	1.5%	3.1%
	Hispanic	16	2.4%	2.9%	2.2%
	Other Race/Ethnicity	106	16.2%	15.6%	16.4%
	Male	229	34.9%	35.6%	34.6%
	Female	427	65.1%	64.4%	65.4%
Salisbury University	Total	917			
	White	699	76.2%	73.6%	79.6%
	Black	127	13.8%	16.1%	11.0%
	Asian	*	*	.4%	2.0%
	Hispanic	16	1.7%	1.9%	1.5%
	Other Race/Ethnicity	*	*	7.9%	6.0%
	Male	195	21.3%	20.2%	22.7%
	Female	722	78.7%	79.8%	77.3%
Towson University	Total	3,105			
	White	1,919	61.8%	59.8%	62.8%
	Black	412	13.3%	14.2%	12.8%
	Asian	127	4.1%	5.5%	3.4%
	Hispanic	105	3.4%	4.0%	3.1%
	Other Race/Ethnicity	542	17.5%	16.5%	17.9%
	Male	829	26.7%	28.8%	25.7%
	Female	2,276	73.3%	71.2%	74.3%
University of Baltimore	Total	2,472			
	White	1,059	42.8%	47.8%	39.2%
	Black	916	37.1%	25.7%	45.3%
	Asian	121	4.9%	5.6%	4.4%
	Hispanic	95	3.8%	5.1%	2.9%
	Other Race/Ethnicity	281	11.4%	15.8%	8.2%
	Male	973	39.4%	43.2%	36.6%
	Female	1,499	60.6%	56.8%	63.4%

Graduate Enrollment, Maryland 4-Year Public Colleges and Universities, Fall 2018

		All Students		% of Full-Time Students	% of Part-Time Students
University of Maryland, Baltimore	Total	5,868			
	White	2,991	51.0%	50.6%	52.2%
	Black	1,016	17.3%	16.5%	20.0%
	Asian	911	15.5%	16.6%	12.1%
	Hispanic	383	6.5%	6.9%	5.3%
	Other Race/Ethnicity	567	9.7%	9.4%	10.5%
	Male	1,679	28.6%	31.4%	19.3%
	Female	4,189	71.4%	68.6%	80.7%
University of Maryland, Baltimore County	Total	2,507			
	White	1,056	42.1%	33.0%	50.5%
	Black	317	12.6%	9.0%	16.1%
	Asian	234	9.3%	6.6%	11.8%
	Hispanic	105	4.2%	3.2%	5.1%
	Other Race/Ethnicity	795	31.7%	48.2%	16.4%
	Male	1,282	51.1%	51.3%	51.0%
	Female	1,225	48.9%	48.7%	49.0%
University of Maryland, College Park	Total	10,438			
	White	3,885	37.2%	34.0%	48.5%
	Black	805	7.7%	6.4%	12.2%
	Asian	705	6.8%	5.9%	9.6%
	Hispanic	464	4.4%	3.7%	6.9%
	Other Race/Ethnicity	4,579	43.9%	50.0%	22.8%
	Male	5,382	51.6%	52.5%	48.2%
	Female	5,056	48.4%	47.5%	51.8%
University of Maryland Eastern Shore	Total	596			
	White	126	21.1%	18.4%	25.7%
	Black	223	37.4%	39.5%	34.1%
	Asian	15	2.5%	2.7%	2.2%
	Hispanic	24	4.0%	3.2%	5.3%
	Other Race/Ethnicity	208	34.9%	36.2%	32.7%
	Male	219	36.7%	34.9%	39.8%
	Female	377	63.3%	65.1%	60.2%
University of Maryland Global Campus	Total	13,350			
	White	3,933	29.5%	33.0%	29.4%
	Black	5,218	39.1%	33.0%	39.1%
	Asian	853	6.4%	10.3%	6.4%
	Hispanic	980	7.3%	3.1%	7.4%
	Other Race/Ethnicity	2,366	17.7%	20.6%	17.7%
	Male	6,035	45.2%	41.2%	45.2%
	Female	7,315	54.8%	58.8%	54.8%
Morgan State University	Total	1,293			
	White	102	7.9%	7.2%	10.3%
	Black	930	71.9%	70.5%	76.5%
	Asian	24	1.9%	1.8%	2.0%
	Hispanic	46	3.6%	3.4%	4.0%
	Other Race/Ethnicity	191	14.8%	17.1%	7.3%
	Male	487	37.7%	36.9%	40.1%
	Female	806	62.3%	63.1%	59.9%

Graduate Enrollment, Maryland 4-Year Public Colleges and Universities, Fall 2018

		All Students		% of Full-Time Students	% of Part-Time Students
St. Mary's College of Maryland	Total	30			
	White	23	76.7%	76.7%	0.0%
	Black	0	0.0%	0.0%	0.0%
	Asian	*	3.3%	3.3%	0.0%
	Hispanic	*	13.3%	13.3%	0.0%
	Other Race/Ethnicity	*	6.7%	6.7%	0.0%
	Male	*	23.3%	23.3%	0.0%
	Female	*	76.7%	76.7%	0.0%
All Campuses	Total	42,620			
	White	16,340	38.3%	39.1%	37.8%
	Black	10,984	25.8%	16.9%	32.7%
	Asian	3,040	7.1%	7.9%	6.6%
	Hispanic	2,268	5.3%	4.5%	6.0%
	Other Race/Ethnicity	9,988	23.4%	31.7%	17.0%
	Male	17,704	41.5%	42.5%	40.8%
	Female	24,916	58.5%	57.5%	59.2%

Notes:

* Data have been suppressed to protect student privacy

The "Other Race/Ethnicity" category includes individuals identifying as American Indian or Alaska Native, Native Hawaiian or Pacific Islander, Two or More Races, Foreign/Non-Resident Alien, and those with an unknown race/ethnicity.

Source:

Enrollment Information System, Fall 2018

Fall Undergraduate Enrollment, Maryland Community Colleges

	2006	2009	2012	2015	2018
All Students	119,655	140,223	145,085	129,407	115,007
White	63,861	71,483	69,684	57,441	48,121
Black	34,458	41,852	44,099	39,738	34,630
Asian	6,526	7,624	7,537	7,238	6,938
Hispanic	5,604	6,480	11,031	12,438	12,562
Male	45,521	55,085	58,319	53,363	46,424
Female	74,134	85,138	86,766	76,044	68,583
Note: Racial categories after 2010 correspond to current federal race and ethnicity definitions. Previous years' data may not be directly comparable.					
Source:					

Fall Undergraduate Enrollment, Maryland Four-Year Public Colleges and Universities

	2006	2009	2012	2015	2018
All Students	105,785	113,920	120,166	130,862	143,115
White	51,811	54,946	56,489	57,924	58,867
Black	31,390	33,929	35,034	37,064	39,715
Asian	7,734	8,690	8,843	10,166	12,094
Hispanic	3,967	4,711	7,119	10,279	13,322
Male	46,782	51,657	56,136	63,744	70,520
Female	59,003	62,263	64,030	67,118	72,595
Note: Racial categories after 2010 correspond to current federal race and ethnicity definitions. Previous years' data may not be directly comparable.					
Source:					

Fall Graduate Enrollment, Maryland Four-Year Public Colleges and Universities

	2006	2009	2012	2015	2018
All Students	38,196	44,042	45,322	43,097	42,620
White	18,840	20,302	20,642	17,879	16,340
Black	8,710	10,641	11,455	10,637	10,984
Asian	2,432	2,966	2,911	2,852	3,040
Hispanic	1,154	1,371	1,880	1,993	2,268
Male	15,772	18,206	19,291	18,549	17,704
Female	22,424	25,836	26,031	24,548	24,916
Note: Racial categories after 2010 correspond to current federal race and ethnicity definitions. Previous years' data may not be directly comparable.					
Source:					

Four-Year Retention, Graduation, and Transfer Rates, Entering Class of 2014

		Cohort	Still Enrolled	Graduated	Transferred
Allegany College of Maryland	All Students	627	5.9%	25.2%	12.6%
	White	407	5.9%	32.9%	10.1%
	Black	162	6.8%	11.1%	18.5%
	Asian	2	0.0%	0.0%	0.0%
	Hispanic	14	0.0%	14.3%	0.0%
	Other Race/Ethnicity	42	4.8%	9.5%	19.1%
	Male	257	4.7%	21.0%	13.6%
	Female	370	6.8%	28.1%	11.9%
Anne Arundel Community College	All Students	1,392	11.3%	9.8%	27.9%
	White	867	10.0%	10.8%	29.0%
	Black	207	12.6%	8.2%	24.6%
	Asian	51	13.7%	9.8%	49.0%
	Hispanic	106	12.3%	7.6%	22.6%
	Other Race/Ethnicity	161	14.9%	8.1%	23.0%
	Male	676	8.3%	8.7%	23.8%
	Female	716	14.1%	10.9%	31.7%
Carroll Community College	All Students	486	7.3%	17.7%	26.6%
	White	447	6.9%	18.6%	27.7%
	Black	10	0.0%	0.0%	10.0%
	Asian	*	28.6%	28.6%	28.6%
	Hispanic	*	18.2%	9.1%	18.2%
	Other Race/Ethnicity	29	6.9%	10.3%	17.2%
	Male	228	5.7%	14.0%	25.9%
	Female	276	8.7%	20.7%	27.2%
Cecil College	All Students	291	11.0%	14.6%	12.3%
	White	239	12.1%	16.7%	14.2%
	Black	33	3.0%	12.1%	6.1%
	Asian	*	40.0%	0.0%	20.0%
	Hispanic	19	10.5%	5.3%	5.3%
	Other Race/Ethnicity	*	0.0%	0.0%	0.0%
	Male	165	7.9%	18.2%	9.7%
	Female	143	14.7%	10.5%	15.4%
College of Southern Maryland	All Students	1,168	8.1%	12.7%	32.5%
	White	643	8.6%	16.2%	35.3%
	Black	303	6.9%	5.3%	26.4%
	Asian	39	5.1%	5.1%	56.4%
	Hispanic	76	9.2%	14.5%	27.6%
	Other Race/Ethnicity	107	9.4%	14.0%	28.0%
	Male	588	7.3%	12.1%	30.1%
	Female	580	9.0%	13.3%	35.0%
Chesapeake College	All Students	305	10.1%	11.7%	27.0%
	White	233	9.9%	12.0%	30.9%
	Black	47	14.9%	6.4%	8.5%
	Asian	*	0.0%	0.0%	60.0%
	Hispanic	*	0.0%	12.5%	37.5%
	Other Race/Ethnicity	25	12.0%	20.0%	12.0%
	Male	132	7.6%	9.1%	24.2%
	Female	194	11.9%	13.4%	28.9%

Four-Year Retention, Graduation, and Transfer Rates, Entering Class of 2014

		Cohort	Still Enrolled	Graduated	Transferred
Community College of Baltimore County	All Students	2,167	10.2%	7.3%	29.0%
	White	830	10.1%	11.8%	32.9%
	Black	838	9.3%	4.5%	26.1%
	Asian	137	16.8%	5.1%	32.9%
	Hispanic	130	9.2%	5.4%	26.9%
	Other Race/Ethnicity	232	9.9%	3.5%	24.1%
	Male	1,052	6.9%	8.3%	25.5%
	Female	1,115	13.2%	6.4%	32.3%
Baltimore City Community College	All Students	402	6.4%	8.5%	16.0%
	White	23	8.7%	13.0%	17.4%
	Black	348	5.8%	6.9%	16.4%
	Asian	*	0.0%	44.4%	0.0%
	Hispanic	*	15.4%	7.7%	23.1%
	Other Race/Ethnicity	31	9.7%	12.9%	12.9%
	Male	169	4.1%	10.7%	20.1%
	Female	255	7.8%	7.1%	13.3%
Frederick Community College	All Students	716	7.7%	15.8%	30.5%
	White	481	6.7%	18.7%	32.6%
	Black	86	11.6%	8.1%	15.1%
	Asian	26	11.5%	23.1%	30.8%
	Hispanic	99	10.1%	7.1%	32.3%
	Other Race/Ethnicity	24	0.0%	12.5%	33.3%
	Male	384	7.6%	15.4%	26.6%
	Female	332	7.8%	16.3%	34.9%
Garrett College	All Students	257	4.3%	18.3%	23.0%
	White	138	5.1%	25.4%	23.2%
	Black	92	4.4%	9.8%	22.8%
	Asian	1	0.0%	100.0%	0.0%
	Hispanic	4	0.0%	0.0%	50.0%
	Other Race/Ethnicity	22	0.0%	9.1%	18.2%
	Male	134	3.0%	20.2%	20.2%
	Female	123	5.7%	16.3%	26.0%
Hagerstown Community College	All Students	340	3.6%	26.4%	18.1%
	White	274	3.3%	30.3%	19.0%
	Black	46	6.5%	13.0%	6.5%
	Asian	*	0.0%	20.0%	40.0%
	Hispanic	20	0.0%	25.0%	25.0%
	Other Race/Ethnicity	*	5.3%	5.3%	21.1%
	Male	185	2.7%	24.3%	18.4%
	Female	179	4.5%	28.5%	17.9%
Harford Community College	All Students	1,016	9.0%	12.3%	36.2%
	White	734	8.3%	14.4%	39.8%
	Black	141	12.1%	5.7%	27.0%
	Asian	24	16.7%	0.0%	50.0%
	Hispanic	50	12.0%	6.0%	20.0%
	Other Race/Ethnicity	67	4.5%	11.9%	23.9%
	Male	497	6.2%	10.3%	37.2%
	Female	519	11.6%	14.3%	35.3%

Four-Year Retention, Graduation, and Transfer Rates, Entering Class of 2014

		Cohort	Still Enrolled	Graduated	Transferred
Howard Community College	All Students	1,051	10.9%	8.2%	34.7%
	White	328	9.5%	11.9%	39.3%
	Black	310	12.6%	5.2%	28.4%
	Asian	131	10.7%	3.1%	58.0%
	Hispanic	125	12.0%	5.6%	31.2%
	Other Race/Ethnicity	157	9.6%	12.7%	21.0%
	Male	572	10.8%	7.5%	34.4%
Female	479	10.9%	9.0%	35.1%	
Montgomery College	All Students	2,590	13.6%	7.3%	29.8%
	White	534	7.7%	9.2%	30.7%
	Black	659	14.9%	4.3%	30.8%
	Asian	347	13.5%	4.0%	47.0%
	Hispanic	635	19.4%	5.2%	29.0%
	Other Race/Ethnicity	415	10.4%	15.9%	13.7%
	Male	1,355	12.0%	6.9%	27.5%
Female	1,235	15.3%	7.8%	32.3%	
Prince George's Community College	All Students	997	15.1%	3.8%	22.8%
	White	52	9.6%	17.3%	21.2%
	Black	654	14.2%	2.3%	23.6%
	Asian	44	20.5%	2.3%	38.6%
	Hispanic	138	20.3%	3.6%	18.1%
	Other Race/Ethnicity	109	13.8%	7.3%	18.4%
	Male	490	12.9%	4.3%	21.8%
Female	507	17.2%	3.4%	23.7%	
Wor-Wic Community College	All Students	394	7.9%	12.2%	30.7%
	White	256	7.4%	14.5%	34.0%
	Black	76	7.9%	6.6%	19.7%
	Asian	10	0.0%	20.0%	40.0%
	Hispanic	21	19.1%	9.5%	23.8%
	Other Race/Ethnicity	31	6.5%	6.5%	32.3%
	Male	170	7.1%	10.0%	35.9%
Female	224	8.5%	13.8%	26.8%	
All Community Colleges	All Students	14,301	10.2%	10.9%	28.0%
	White	6,486	8.3%	15.9%	30.1%
	Black	4,012	10.8%	5.3%	24.4%
	Asian	843	13.4%	5.8%	45.1%
	Hispanic	1,477	15.2%	6.4%	26.7%
	Other Race/Ethnicity	1,483	9.8%	10.9%	19.9%
	Male	7,054	8.5%	10.2%	26.5%
	Female	7,247	11.9%	11.5%	29.4%

Notes:

* Data have been suppressed to protect student privacy.

Transfer rates represent students who enrolled at four-year institutions, with or without receiving a degree or certificate at the community college.

Graduation rates represent students who earned an associate degree or certificate but did not transfer.

The "Other Race/Ethnicity" category includes American Indian or Alaska Native, Native Hawaiian or Pacific Islander, Two or More Races, Foreign/Non-Resident Alien, and those with an unknown race/ethnicity.

Sources:

Maryland Higher Education Commission, Enrollment Information System and Degree Information System

2-year Retention Rates, Entering Class of 2017

		Cohort	2- year Retention Rate
Bowie State University	All Students	1,079	67.6%
	White	15	80.0%
	Black	920	66.9%
	Asian	10	70.0%
	Hispanic	61	68.9%
	Other Race/Ethnicity	73	72.6%
	Male	414	61.1%
	Female	665	71.6%
Coppin State University	All Students	368	62.7%
	White	*	50.0%
	Black	310	61.3%
	Asian	0	.0%
	Hispanic	*	72.7%
	Other Race/Ethnicity	58	69.0%
	Male	102	47.1%
	Female	281	68.3%
Frostburg State University	All Students	777	76.7%
	White	348	79.6%
	Black	301	76.4%
	Asian	12	83.3%
	Hispanic	53	66.0%
	Other Race/Ethnicity	63	69.8%
	Male	420	74.1%
	Female	357	79.8%
Salisbury University	All Students	1,326	82.5%
	White	952	82.5%
	Black	173	80.9%
	Asian	56	82.1%
	Hispanic	68	82.4%
	Other Race/Ethnicity	77	87.0%
	Male	556	81.8%
	Female	770	83.0%
Towson University	All Students	2,735	84.7%
	White	1,456	83.0%
	Black	610	90.3%
	Asian	191	85.9%
	Hispanic	244	84.4%
	Other Race/Ethnicity	234	79.9%
	Male	1,032	83.5%
	Female	1,703	85.4%
University of Baltimore	All Students	95	74.8%
	White	29	65.5%
	Black	52	76.9%
	Asian	*	83.3%
	Hispanic	*	66.7%
	Other Race/Ethnicity	14	85.7%
	Male	46	71.7%
	Female	61	77.1%

2-year Retention Rates, Entering Class of 2017

		Cohort	2- year Retention Rate
University of Maryland Baltimore County	All Students	1,773	83.2%
	White	702	81.6%
	Black	297	84.5%
	Asian	459	90.2%
	Hispanic	127	80.3%
	Other Race/Ethnicity	188	71.8%
	Male	999	81.7%
	Female	774	85.1%
University of Maryland College Park	All Students	5,187	94.6%
	White	2,710	94.9%
	Black	536	94.0%
	Asian	993	97.2%
	Hispanic	398	92.0%
	Other Race/Ethnicity	550	90.7%
	Male	2,698	94.3%
	Female	2,489	94.9%
University of Maryland Eastern Shore	All Students	533	62.3%
	White	*	61.5%
	Black	460	62.8%
	Asian	*	100.0%
	Hispanic	29	58.6%
	Other Race/Ethnicity	44	59.1%
	Male	253	61.7%
	Female	307	62.9%
University of Maryland Global Campus	All Students	215	53.0%
	White	85	60.0%
	Black	41	56.1%
	Asian	12	58.3%
	Hispanic	38	47.4%
	Other Race/Ethnicity	39	38.5%
	Male	87	47.1%
	Female	128	57.0%
Morgan State University	All Students	1,179	71.7%
	White	*	72.7%
	Black	1,041	71.9%
	Asian	*	100.0%
	Hispanic	41	56.1%
	Other Race/Ethnicity	97	76.3%
	Male	486	70.0%
	Female	706	73.0%
St. Mary's College of Maryland	All Students	341	81.8%
	White	248	84.3%
	Black	34	70.6%
	Asian	11	72.7%
	Hispanic	27	77.8%
	Other Race/Ethnicity	21	81.0%
	Male	135	77.0%
	Female	206	85.0%

2-year Retention Rates, Entering Class of 2017

		Cohort	2- year Retention Rate
All Four-Year Institutions	All Students	15,675	83.2%
	White	6,586	87.1%
	Black	4,775	75.5%
	Asian	1,753	92.9%
	Hispanic	1,103	81.4%
	Other Race/Ethnicity	1,458	80.2%
	Male	7,228	82.5%
	Female	8,447	83.7%

Notes:

* Data have been suppressed to protect student privacy.

Retention rates give the percentage of the fall 2017 first-time, full-time undergraduate cohort that returned for the second year.

University of Maryland, Baltimore is excluded because it does not enroll first-time freshmen.

The "Other Race/Ethnicity" category includes American Indian or Alaska Native, Native Hawaiian or Pacific Islander, Two or More Races, Foreign/Non-Resident Alien, and those with an unknown race/ethnicity.

Sources:

Maryland Higher Education Commission, Degree Information System, Enrollment Information System

6-year Graduation Rates, Entering Class of 2012

		Entering Cohort	6-year Graduation Rate
Bowie State University	All Students	477	47.6%
	White	*	42.9%
	Black	410	45.1%
	Asian	*	88.9%
	Hispanic	19	57.9%
	Other Race/Ethnicity	32	62.5%
	Male	181	42.0%
Female	296	51.0%	
Coppin State University	All Students	430	24.0%
	White	10	60.0%
	Black	328	22.0%
	Asian	*	*
	Hispanic	*	*
	Other Race/Ethnicity	82	25.6%
	Male	142	16.9%
Female	288	27.4%	
Frostburg State University	All Students	814	58.0%
	White	467	59.5%
	Black	230	55.7%
	Asian	13	61.5%
	Hispanic	40	52.5%
	Other Race/Ethnicity	64	57.8%
	Male	451	50.8%
Female	363	66.9%	
Salisbury University	All Students	1,231	72.0%
	White	884	74.7%
	Black	107	66.4%
	Asian	42	64.3%
	Hispanic	65	66.2%
	Other Race/Ethnicity	133	63.9%
	Male	498	65.9%
Female	733	76.1%	
Towson University	All Students	2,463	77.1%
	White	1,662	77.5%
	Black	306	79.4%
	Asian	123	82.1%
	Hispanic	127	74.0%
	Other Race/Ethnicity	245	70.6%
	Male	821	73.9%
Female	1,642	78.7%	
University of Baltimore	All Students	215	43.3%
	White	63	44.4%
	Black	116	44.8%
	Asian	*	28.6%
	Hispanic	16	43.8%
	Other Race/Ethnicity	*	30.8%
	Male	95	44.2%
Female	120	42.5%	

6-year Graduation Rates, Entering Class of 2012

		Entering Cohort	6-year Graduation Rate
University of Maryland Baltimore County	All Students	1,553	70.3%
	White	724	71.0%
	Black	164	65.2%
	Asian	361	77.6%
	Hispanic	76	64.5%
	Other Race/Ethnicity	228	62.3%
	Male	924	66.1%
	Female	629	76.5%
University of Maryland College Park	All Students	3,896	86.1%
	White	2,099	88.5%
	Black	549	77.6%
	Asian	608	90.6%
	Hispanic	334	81.7%
	Other Race/Ethnicity	306	80.4%
	Male	2,064	83.7%
	Female	1,832	88.8%
University of Maryland Eastern Shore	All Students	882	45.7%
	White	68	54.4%
	Black	654	45.0%
	Asian	*	33.3%
	Hispanic	*	40.9%
	Other Race/Ethnicity	135	45.9%
	Male	352	37.5%
	Female	530	51.1%
University of Maryland Global Campus	All Students	169	14.2%
	White	40	20.0%
	Black	81	9.9%
	Asian	10	20.0%
	Hispanic	16	18.8%
	Other Race/Ethnicity	22	13.6%
	Male	71	14.1%
	Female	98	14.3%
Morgan State University	All Students	1,017	41.9%
	White	*	38.5%
	Black	891	42.3%
	Asian	*	40.0%
	Hispanic	36	33.3%
	Other Race/Ethnicity	72	41.7%
	Male	436	38.5%
	Female	581	44.4%
St. Mary's College of Maryland	All Students	419	85.2%
	White	327	88.7%
	Black	27	63.0%
	Asian	10	80.0%
	Hispanic	21	81.0%
	Other Race/Ethnicity	34	73.5%
	Male	154	89.0%
	Female	265	83.0%

6-year Graduation Rates, Entering Class of 2012

		Entering Cohort	6-year Graduation Rate
Total	All Students	13,566	68.8%
	White	6,364	78.2%
	Black	3,863	51.3%
	Asian	1,192	83.1%
	Hispanic	781	69.5%
	Other Race/Ethnicity	1,366	62.1%
	Male	6,189	66.1%
	Female	7,377	71.1%

Notes:

* Data have been suppressed to protect student privacy.

Graduation rates are six-year rates for the fall 2012 cohort of first-time, full-time undergraduates.

University of Maryland, Baltimore is excluded because it does not enroll first-time freshmen.

The "Other Race/Ethnicity" category includes American Indian or Alaska Native, Native Hawaiian or Pacific Islander, Two or More Races, Foreign/Non-Resident Alien, and those with an unknown race/ethnicity.

Sources:

Maryland Higher Education Commission, Degree Information System and Enrollment Information System

Community College Four-Year Graduation and Transfer Rates

	2002 Cohort		2005 Cohort		2008 Cohort		2011 Cohort		2014 Cohort	
	Graduated/ Did Not Transfer	Transferred	Graduated/Did Not Transfer	Transferred	Graduated/Did Not Transfer	Transferred	Graduated/Did Not Transfer	Transferred	Graduated/Did Not Transfer	Transferred
All Students	8.9%	25.3%	8.9%	26.0%	9.4%	24.1%	9.4%	23.7%	10.9%	28.0%
White	11.6%	28.3%	11.6%	29.2%	12.3%	26.8%	13.6%	27.7%	15.9%	30.1%
Black	4.2%	16.0%	3.7%	18.1%	4.3%	17.1%	4.2%	17.8%	5.3%	24.4%
Asian	5.6%	38.5%	6.2%	42.1%	6.6%	39.7%	5.6%	41.7%	5.8%	45.1%
Hispanic	6.2%	23.7%	6.8%	18.2%	7.9%	22.4%	7.7%	19.7%	6.4%	26.7%
Male	7.1%	24.8%	8.0%	26.7%	8.4%	23.8%	8.4%	23.9%	10.2%	26.4%
Female	10.6%	25.7%	9.7%	25.4%	10.3%	24.4%	10.4%	23.5%	11.4%	29.4%

Notes:

Transfer rates represent students who enrolled at four-year institutions, with or without receiving a degree or certificate at the community college.

Graduation rates represent students who earned an associate degree or certificate but did not transfer.

Racial categories after 2010 correspond to current federal race and ethnicity definitions. Previous years' data may not be directly comparable.

Sources:

Maryland Higher Education Commission, Enrollment Information System and Degree Information System

2-year Retention Rates, Maryland Four-Year Public Colleges and Universities

	2005 Cohort	2008 Cohort	2011 Cohort	2014 Cohort	2017 Cohort
All Students	79.8%	80.8%	82.5%	83.8%	83.2%
White	83.5%	85.2%	85.6%	86.5%	87.1%
Black	72.2%	72.8%	75.6%	78.3%	75.5%
Asian	86.3%	89.5%	90.6%	90.5%	92.9%
Hispanic	78.9%	81.0%	86.0%	83.4%	81.4%
Male	79.0%	79.9%	81.6%	83.2%	82.5%
Female	80.4%	81.6%	83.3%	84.4%	83.7%

Notes:

Retention rates give the percentage of the fall first-time, full-time undergraduate cohort that returned for the second year.

University of Maryland, Baltimore is excluded because it does not enroll first-time freshmen.

Racial categories after 2010 correspond to current federal race and ethnicity definitions. Previous years' data may not be directly comparable.

Sources:

Maryland Higher Education Commission, Degree Information System, Enrollment Information System

6-Year Graduation Rates, Maryland Four-Year Public Colleges and Universities

	2000 Cohort	2003 Cohort	2006 Cohort	2009 Cohort	2012 Cohort
All Students	64.0%	64.7%	61.6%	66.1%	68.8%
White	72.2%	76.4%	73.8%	77.9%	78.2%
Black	45.1%	43.2%	41.5%	44.7%	51.3%
Asian	75.2%	77.0%	74.5%	80.1%	83.1%
Hispanic	67.0%	66.7%	64.0%	69.9%	69.5%
Male	59.7%	61.6%	59.1%	62.5%	66.1%
Female	67.7%	67.1%	63.7%	69.1%	71.1%

Notes:

Graduation rates are six-year rates for the fall first-time, full-time undergraduate cohort.

University of Maryland, Baltimore is excluded because it does not enroll first-time freshmen.

Racial categories after 2010 correspond to current federal race and ethnicity definitions. Previous years' data may not be directly comparable.

Sources:

Maryland Higher Education Commission, Degree Information System, Enrollment Information System

Community College Staff by Principal Occupational Assignment, Fall 2018

		<i>Total</i>		Administrative/ Managerial Occupations		Professional Occupations		Clerical/Secretarial Occupations		Other Occupations	
Allegany College of Maryland	Total	292		34		124		69		65	
	White	278	95.2%	34	100.0%	117	94.4%	66	95.7%	61	93.8%
	Black	7	2.4%	0	0.0%	3	2.4%	2	2.9%	2	3.1%
	Asian	1	0.3%	0	0.0%	0	0.0%	0	0.0%	1	1.5%
	Hispanic	4	1.4%	0	0.0%	2	1.6%	1	1.4%	1	1.5%
	Other Race/Ethnicity	2	0.7%	0	0.0%	2	1.6%	0	0.0%	0	0.0%
	Male	110	37.7%	12	35.3%	44	35.5%	2	2.9%	52	80.0%
	Female	182	62.3%	22	64.7%	80	64.5%	67	97.1%	13	20.0%
Anne Arundel Community College	Total	631		68		288		160		115	
	White	494	78.3%	57	83.8%	232	80.6%	121	75.6%	84	73.0%
	Black	96	15.2%	7	10.3%	39	13.5%	25	15.6%	25	21.7%
	Asian	15	2.4%	2	2.9%	6	2.1%	5	3.1%	2	1.7%
	Hispanic	17	2.7%	2	2.9%	8	2.8%	6	3.8%	1	0.9%
	Other Race/Ethnicity	9	1.4%	0	0.0%	3	1.0%	3	1.9%	3	2.6%
	Male	221	35.0%	25	36.8%	96	33.3%	23	14.4%	77	67.0%
	Female	410	65.0%	43	63.2%	192	66.7%	137	85.6%	38	33.0%
Carroll Community College	Total	279		29		113		81		56	
	White	255	91.4%	26	89.7%	105	92.9%	74	91.4%	50	89.3%
	Black	5	1.8%	1	3.4%	1	0.9%	0	0.0%	3	5.4%
	Asian	5	1.8%	1	3.4%	3	2.7%	1	1.2%	0	0.0%
	Hispanic	9	3.2%	1	3.4%	3	2.7%	2	2.5%	3	5.4%
	Other Race/Ethnicity	5	1.8%	0	0.0%	1	0.9%	4	4.9%	0	0.0%
	Male	83	29.7%	10	34.5%	39	34.5%	4	4.9%	30	53.6%
	Female	196	70.3%	19	65.5%	74	65.5%	77	95.1%	26	46.4%
Cecil College	Total	261		13		73		171		4	
	White	223	85.4%	11	84.6%	62	84.9%	146	85.4%	4	100.0%
	Black	17	6.5%	2	15.4%	7	9.6%	8	4.7%	0	0.0%
	Asian	2	0.8%	0	0.0%	0	0.0%	2	1.2%	0	0.0%
	Hispanic	12	4.6%	0	0.0%	4	5.5%	8	4.7%	0	0.0%
	Other Race/Ethnicity	7	2.7%	0	0.0%	0	0.0%	7	4.1%	0	0.0%
	Male	95	36.4%	6	46.2%	20	27.4%	66	38.6%	3	75.0%
	Female	166	63.6%	7	53.8%	53	72.6%	105	61.4%	1	25.0%
College of Southern Maryland	Total	680		57		255		294		74	
	White	435	64.0%	40	70.2%	171	67.1%	187	63.6%	37	50.0%
	Black	165	24.3%	14	24.6%	57	22.4%	62	21.1%	32	43.2%
	Asian	18	2.6%	1	1.8%	6	2.4%	11	3.7%	0	0.0%
	Hispanic	28	4.1%	1	1.8%	10	3.9%	15	5.1%	2	2.7%
	Other Race/Ethnicity	34	5.0%	1	1.8%	11	4.3%	19	6.5%	3	4.1%
	Male	242	35.6%	23	40.4%	56	22.0%	111	37.8%	52	70.3%
	Female	438	64.4%	34	59.6%	199	78.0%	183	62.2%	22	29.7%

Community College Staff by Principal Occupational Assignment, Fall 2018

		<i>Total</i>		Administrative/ Managerial Occupations		Professional Occupations		Clerical/Secretarial Occupations		Other Occupations	
Chesapeake College	Total	248		32		128		47		41	
	White	201	81.0%	31	96.9%	107	83.6%	35	74.5%	28	68.3%
	Black	37	14.9%	1	3.1%	14	10.9%	10	21.3%	12	29.3%
	Asian	2	0.8%	0	0.0%	1	0.8%	1	2.1%	0	0.0%
	Hispanic	4	1.6%	0	0.0%	4	3.1%	0	0.0%	0	0.0%
	Other Race/Ethnicity	4	1.6%	0	0.0%	2	1.6%	1	2.1%	1	2.4%
	Male	79	31.9%	12	37.5%	34	26.6%	1	2.1%	32	78.0%
Female	169	68.1%	20	62.5%	94	73.4%	46	97.9%	9	22.0%	
Community College of Baltimore County	Total	1,456		63		749		363		281	
	White	857	58.9%	49	77.8%	463	61.8%	212	58.4%	133	47.3%
	Black	409	28.1%	12	19.0%	177	23.6%	109	30.0%	111	39.5%
	Asian	28	1.9%	1	1.6%	16	2.1%	8	2.2%	3	1.1%
	Hispanic	26	1.8%	0	0.0%	16	2.1%	4	1.1%	6	2.1%
	Other Race/Ethnicity	136	9.3%	1	1.6%	77	10.3%	30	8.3%	28	10.0%
	Male	582	40.0%	26	41.3%	307	41.0%	47	12.9%	202	71.9%
Female	874	60.0%	37	58.7%	442	59.0%	316	87.1%	79	28.1%	
Baltimore City Community College	Total	460		61		184		119		96	
	White	77	16.7%	15	24.6%	39	21.2%	14	11.8%	9	9.4%
	Black	355	77.2%	41	67.2%	129	70.1%	100	84.0%	85	88.5%
	Asian	13	2.8%	2	3.3%	7	3.8%	3	2.5%	1	1.0%
	Hispanic	4	0.9%	1	1.6%	3	1.6%	0	0.0%	0	0.0%
	Other Race/Ethnicity	11	2.4%	2	3.3%	6	3.3%	2	1.7%	1	1.0%
	Male	188	40.9%	25	41.0%	67	36.4%	27	22.7%	69	71.9%
Female	272	59.1%	36	59.0%	117	63.6%	92	77.3%	27	28.1%	
Frederick Community College	Total	657		63		161		357		76	
	White	507	77.2%	52	82.5%	119	73.9%	286	80.1%	50	65.8%
	Black	72	11.0%	7	11.1%	28	17.4%	23	6.4%	14	18.4%
	Asian	21	3.2%	1	1.6%	6	3.7%	13	3.6%	1	1.3%
	Hispanic	34	5.2%	1	1.6%	5	3.1%	21	5.9%	7	9.2%
	Other Race/Ethnicity	23	3.5%	2	3.2%	3	1.9%	14	3.9%	4	5.3%
	Male	189	28.8%	22	34.9%	42	26.1%	69	19.3%	56	73.7%
Female	468	71.2%	41	65.1%	119	73.9%	288	80.7%	20	26.3%	
Garrett College	Total	195		18		43		59		75	
	White	135	69.2%	15	83.3%	30	69.8%	49	83.1%	41	54.7%
	Black	7	3.6%	0	0.0%	4	9.3%	1	1.7%	2	2.7%
	Asian	1	0.5%	1	5.6%	0	0.0%	0	0.0%	0	0.0%
	Hispanic	0	0.0%		0.0%		0.0%		0.0%		0.0%
	Other Race/Ethnicity	52	26.7%	2	11.1%	9	20.9%	9	15.3%	32	42.7%
	Male	97	49.7%	7	38.9%	19	44.2%	17	28.8%	54	72.0%
Female	98	50.3%	11	61.1%	24	55.8%	42	71.2%	21	28.0%	

Community College Staff by Principal Occupational Assignment, Fall 2018

		<i>Total</i>		Administrative/ Managerial Occupations		Professional Occupations		Clerical/Secretarial Occupations		Other Occupations	
Hagerstown Community College	Total	262		42		98		59		63	
	White	234	89.3%	38	90.5%	88	89.8%	55	93.2%	53	84.1%
	Black	14	5.3%	4	9.5%	3	3.1%	3	5.1%	4	6.3%
	Asian	2	0.8%	0	0.0%	1	1.0%	0	0.0%	1	1.6%
	Hispanic	6	2.3%	0	0.0%	3	3.1%	0	0.0%	3	4.8%
	Other Race/Ethnicity	6	2.3%	0	0.0%	3	3.1%	1	1.7%	2	3.2%
	Male	104	39.7%	17	40.5%	36	36.7%	6	10.2%	45	71.4%
	Female	158	60.3%	25	59.5%	62	63.3%	53	89.8%	18	28.6%
Harford Community College	Total	539		29		347		86		77	
	White	441	81.8%	26	89.7%	275	79.3%	71	82.6%	69	89.6%
	Black	61	11.3%	2	6.9%	42	12.1%	10	11.6%	7	9.1%
	Asian	8	1.5%	0	0.0%	7	2.0%	1	1.2%	0	0.0%
	Hispanic	18	3.3%	1	3.4%	13	3.7%	3	3.5%	1	1.3%
	Other Race/Ethnicity	11	2.0%	0	0.0%	10	2.9%	1	1.2%	0	0.0%
	Male	170	31.5%	8	27.6%	112	32.3%	12	14.0%	38	49.4%
	Female	369	68.5%	21	72.4%	235	67.7%	74	86.0%	39	50.6%
Howard Community College	Total	492		39		256		99		98	
	White	280	56.9%	30	76.9%	166	64.8%	54	54.5%	30	30.6%
	Black	135	27.4%	6	15.4%	58	22.7%	26	26.3%	45	45.9%
	Asian	43	8.7%	3	7.7%	14	5.5%	8	8.1%	18	18.4%
	Hispanic	16	3.3%	0	0.0%	11	4.3%	5	5.1%	0	0.0%
	Other Race/Ethnicity	18	3.7%	0	0.0%	7	2.7%	6	6.1%	5	5.1%
	Male	153	31.1%	11	28.2%	83	32.4%	5	5.1%	54	55.1%
	Female	339	68.9%	28	71.8%	173	67.6%	94	94.9%	44	44.9%
Montgomery College	Total	1,392		201		612		265		314	
	White	563	40.4%	116	57.7%	280	45.8%	82	30.9%	85	27.1%
	Black	396	28.4%	51	25.4%	154	25.2%	89	33.6%	102	32.5%
	Asian	118	8.5%	9	4.5%	67	10.9%	28	10.6%	14	4.5%
	Hispanic	99	7.1%	8	4.0%	40	6.5%	22	8.3%	29	9.2%
	Other Race/Ethnicity	216	15.5%	17	8.5%	71	11.6%	44	16.6%	84	26.8%
	Male	616	44.3%	88	43.8%	271	44.3%	37	14.0%	220	70.1%
	Female	776	55.7%	113	56.2%	341	55.7%	228	86.0%	94	29.9%
Prince George's Community College	Total	800		52		471		122		155	
	White	110	13.8%	11	21.2%	73	15.5%	9	7.4%	17	11.0%
	Black	517	64.6%	29	55.8%	287	60.9%	99	81.1%	102	65.8%
	Asian	36	4.5%	1	1.9%	26	5.5%	2	1.6%	7	4.5%
	Hispanic	25	3.1%	1	1.9%	16	3.4%	4	3.3%	4	2.6%
	Other Race/Ethnicity	112	14.0%	10	19.2%	69	14.6%	8	6.6%	25	16.1%
	Male	337	42.1%	13	25.0%	207	43.9%	8	6.6%	109	70.3%
	Female	463	57.9%	39	75.0%	264	56.1%	114	93.4%	46	29.7%

Community College Staff by Principal Occupational Assignment, Fall 2018

		<i>Total</i>		Administrative/ Managerial Occupations		Professional Occupations		Clerical/Secretarial Occupations		Other Occupations	
Wor-Wic Community College	Total	204		8		77		71		48	
	White	158	77.5%	8	100.0%	60	77.9%	60	84.5%	30	62.5%
	Black	36	17.6%	0	0.0%	10	13.0%	9	12.7%	17	35.4%
	Asian	1	0.5%	0	0.0%	1	1.3%	0	0.0%	0	0.0%
	Hispanic	3	1.5%	0	0.0%	1	1.3%	2	2.8%	0	0.0%
	Other Race/Ethnicity	6	2.9%	0	0.0%	5	6.5%	0	0.0%	1	2.1%
	Male	65	31.9%	3	37.5%	25	32.5%	5	7.0%	32	66.7%
	Female	139	68.1%	5	62.5%	52	67.5%	66	93.0%	16	33.3%
All Campuses	Total	8,848		809		3,979		2,422		1,638	
	White	5,248	59.3%	559	69.1%	2,387	60.0%	1,521	62.8%	781	47.7%
	Black	2,329	26.3%	177	21.9%	1,013	25.5%	576	23.8%	563	34.4%
	Asian	314	3.5%	22	2.7%	161	4.0%	83	3.4%	48	2.9%
	Hispanic	305	3.4%	16	2.0%	139	3.5%	93	3.8%	57	3.5%
	Other Race/Ethnicity	652	7.4%	35	4.3%	279	7.0%	149	6.2%	189	11.5%
	Male	3,331	37.6%	308	38.1%	1,458	36.6%	440	18.2%	1,125	68.7%
	Female	5,517	62.4%	501	61.9%	2,521	63.4%	1,982	81.8%	513	31.3%

Notes:

- 1) Figures include both full-time and part-time staff as categorized using IPEDS classifications.
- 2) "Administrative/Managerial Occupations" include staff categorized as Management Occupations (IPEDS occupational category 11).
- 3) "Professional Staff Occupations" include staff categorized as Business and Financial Operations Occupations; Computer, Engineering, and Science Occupations; Community Service, Legal, Arts, and Media Occupations; Archivists, Curators, and Museum Technicians; Librarians; Library Technicians; and Other Teachers and Instructional Staff (IPEDS categories 12, 13, 14, 21, 22, 23, and 24).
- 4) "Clerical/Secretarial Occupations" include staff categorized as Office and Administrative Support Occupations (IPEDS category 28).
- 5) "Other Occupations" includes staff categorized as Service Occupations; Sales and Related Occupations; Natural Resources, Construction, and Maintenance Occupations; Production, Transportations, and Material Moving Occupations; and Military Staff (IPEDS categories 25, 26, 27, 29, 30, and 31).
- 6) The "Other Race/Ethnicity" category includes American Indian or Alaska Native, Native Hawaiian or Pacific Islander, Two or More Races, Foreign/Non-Resident Alien, and those with an unknown race/ethnicity.
- 7) Staff may be employed by more than one institution. They are included at each institution by which they are employed.

Source:

MHEC Employee Data System

Four-Year College and University Staff by Principal Occupational Assignment, Fall 2018

		<i>Total</i>		Administrative/ Managerial Occupations		Professional Occupations		Clerical/Secretarial Occupations		Other Occupations	
Bowie State University	Total	442		89		189		109		55	
	White	40	9.0%	11	12.4%	18	9.5%	4	3.7%	7	12.7%
	Black	331	74.9%	71	79.8%	139	73.5%	83	76.1%	38	69.1%
	Asian	8	1.8%	1	1.1%	5	2.6%	1	0.9%	1	1.8%
	Hispanic	7	1.6%	2	2.2%	2	1.1%	1	0.9%	2	3.6%
	Other Race/Ethnicity	56	12.7%	4	4.5%	25	13.2%	20	18.3%	7	12.7%
	Male	174	39.4%	40	44.9%	62	32.8%	27	24.8%	45	81.8%
Female	268	60.6%	49	55.1%	127	67.2%	82	75.2%	10	18.2%	
Coppin State University	Total	359		85		133		97		44	
	White	30	8.4%	8	9.4%	16	12.0%	2	2.1%	4	9.1%
	Black	303	84.4%	70	82.4%	102	76.7%	93	95.9%	38	86.4%
	Asian	10	2.8%	4	4.7%	6	4.5%	0	0.0%	0	0.0%
	Hispanic	4	1.1%	2	2.4%	1	0.8%	0	0.0%	1	2.3%
	Other Race/Ethnicity	12	3.3%	1	1.2%	8	6.0%	2	2.1%	1	2.3%
	Male	141	39.3%	37	43.5%	57	42.9%	16	16.5%	31	70.5%
Female	218	60.7%	48	56.5%	76	57.1%	81	83.5%	13	29.5%	
Frostburg State University	Total	636		79		263		158		136	
	White	581	91.4%	69	87.3%	235	89.4%	144	91.1%	133	97.8%
	Black	33	5.2%	8	10.1%	13	4.9%	11	7.0%	1	0.7%
	Asian	10	1.6%	1	1.3%	8	3.0%	1	0.6%	0	0.0%
	Hispanic	3	0.5%	1	1.3%	1	0.4%	0	0.0%	1	0.7%
	Other Race/Ethnicity	9	1.4%	0	0.0%	6	2.3%	2	1.3%	1	0.7%
	Male	288	45.3%	31	39.2%	118	44.9%	46	29.1%	93	68.4%
Female	348	54.7%	48	60.8%	145	55.1%	112	70.9%	43	31.6%	
Salisbury University	Total	1,162		129		346		462		225	
	White	749	64.5%	114	88.4%	287	82.9%	231	50.0%	117	52.0%
	Black	330	28.4%	10	7.8%	33	9.5%	192	41.6%	95	42.2%
	Asian	18	1.5%	1	0.8%	8	2.3%	8	1.7%	1	0.4%
	Hispanic	27	2.3%	3	2.3%	5	1.4%	9	1.9%	10	4.4%
	Other Race/Ethnicity	38	3.3%	1	0.8%	13	3.8%	22	4.8%	2	0.9%
	Male	474	40.8%	59	45.7%	156	45.1%	120	26.0%	139	61.8%
Female	688	59.2%	70	54.3%	190	54.9%	342	74.0%	86	38.2%	

Four-Year College and University Staff by Principal Occupational Assignment, Fall 2018

		<i>Total</i>		Administrative/ Managerial Occupations		Professional Occupations		Clerical/Secretarial Occupations		Other Occupations	
Towson University	Total	1,736		311		843		297		285	
	White	1,222	70.4%	242	77.8%	595	70.6%	193	65.0%	192	67.4%
	Black	317	18.3%	42	13.5%	123	14.6%	83	27.9%	69	24.2%
	Asian	53	3.1%	11	3.5%	34	4.0%	3	1.0%	5	1.8%
	Hispanic	36	2.1%	9	2.9%	17	2.0%	3	1.0%	7	2.5%
	Other Race/Ethnicity	108	6.2%	7	2.3%	74	8.8%	15	5.1%	12	4.2%
	Male	723	41.6%	133	42.8%	329	39.0%	53	17.8%	208	73.0%
	Female	1,013	58.4%	178	57.2%	514	61.0%	244	82.2%	77	27.0%
University of Baltimore	Total	545		117		259		99		70	
	White	270	49.5%	82	70.1%	145	56.0%	22	22.2%	21	30.0%
	Black	210	38.5%	23	19.7%	71	27.4%	69	69.7%	47	67.1%
	Asian	20	3.7%	6	5.1%	11	4.2%	3	3.0%	0	0.0%
	Hispanic	12	2.2%	3	2.6%	6	2.3%	2	2.0%	1	1.4%
	Other Race/Ethnicity	33	6.1%	3	2.6%	26	10.0%	3	3.0%	1	1.4%
	Male	199	36.5%	46	39.3%	94	36.3%	14	14.1%	45	64.3%
	Female	346	63.5%	71	60.7%	165	63.7%	85	85.9%	25	35.7%
University of Maryland, Baltimore	Total	2,176		456		902		309		509	
	White	1,094	50.3%	304	66.7%	509	56.4%	133	43.0%	148	29.1%
	Black	857	39.4%	102	22.4%	273	30.3%	151	48.9%	331	65.0%
	Asian	125	5.7%	29	6.4%	70	7.8%	10	3.2%	16	3.1%
	Hispanic	55	2.5%	11	2.4%	28	3.1%	9	2.9%	7	1.4%
	Other Race/Ethnicity	45	2.1%	10	2.2%	22	2.4%	6	1.9%	7	1.4%
	Male	800	36.8%	180	39.5%	283	31.4%	88	28.5%	249	48.9%
	Female	1,376	63.2%	276	60.5%	619	68.6%	221	71.5%	260	51.1%
University of Maryland, Baltimore County	Total	1,303		366		627		180		130	
	White	880	67.5%	260	71.0%	442	70.5%	99	55.0%	79	60.8%
	Black	304	23.3%	77	21.0%	122	19.5%	64	35.6%	41	31.5%
	Asian	55	4.2%	13	3.6%	29	4.6%	9	5.0%	4	3.1%
	Hispanic	35	2.7%	11	3.0%	18	2.9%	3	1.7%	3	2.3%
	Other Race/Ethnicity	29	2.2%	5	1.4%	16	2.6%	5	2.8%	3	2.3%
	Male	492	37.8%	141	38.5%	227	36.2%	20	11.1%	104	80.0%
	Female	811	62.2%	225	61.5%	400	63.8%	160	88.9%	26	20.0%

Four-Year College and University Staff by Principal Occupational Assignment, Fall 2018

		<i>Total</i>		Administrative/ Managerial Occupations		Professional Occupations		Clerical/Secretarial Occupations		Other Occupations	
University of Maryland, College Park	Total	5,774		414		3,671		366		1,323	
	White	2,744	47.5%	255	61.6%	1,959	53.4%	156	42.6%	374	28.3%
	Black	1,346	23.3%	72	17.4%	696	19.0%	116	31.7%	462	34.9%
	Asian	436	7.6%	21	5.1%	330	9.0%	25	6.8%	60	4.5%
	Hispanic	572	9.9%	14	3.4%	222	6.0%	32	8.7%	304	23.0%
	Other Race/Ethnicity	676	11.7%	52	12.6%	464	12.6%	37	10.1%	123	9.3%
	Male	2,538	44.0%	185	44.7%	1,448	39.4%	89	24.3%	816	61.7%
	Female	3,236	56.0%	229	55.3%	2,223	60.6%	277	75.7%	507	38.3%
University of Maryland Eastern Shore	Total	467		85		160		94		128	
	White	101	21.6%	18	21.2%	50	31.3%	15	16.0%	18	14.1%
	Black	337	72.2%	62	72.9%	96	60.0%	76	80.9%	103	80.5%
	Asian	4	0.9%	0	0.0%	3	1.9%	0	0.0%	1	0.8%
	Hispanic	11	2.4%	2	2.4%	3	1.9%	2	2.1%	4	3.1%
	Other Race/Ethnicity	14	3.0%	3	3.5%	8	5.0%	1	1.1%	2	1.6%
	Male	220	47.1%	33	38.8%	81	50.6%	9	9.6%	97	75.8%
	Female	247	52.9%	52	61.2%	79	49.4%	85	90.4%	31	24.2%
University of Maryland Global Campus	Total	1,096		308		568		215		5	
	White	413	37.7%	151	49.0%	197	34.7%	62	28.8%	3	60.0%
	Black	280	25.5%	57	18.5%	168	29.6%	54	25.1%	1	20.0%
	Asian	61	5.6%	17	5.5%	27	4.8%	17	7.9%	0	0.0%
	Hispanic	53	4.8%	12	3.9%	21	3.7%	19	8.8%	1	20.0%
	Other Race/Ethnicity	289	26.4%	71	23.1%	155	27.3%	63	29.3%	0	0.0%
	Male	362	33.0%	100	32.5%	177	31.2%	80	37.2%	5	100.0%
	Female	734	67.0%	208	67.5%	391	68.8%	135	62.8%	0	0.0%
Morgan State University	Total	1,442		390		287		430		335	
	White	73	5.1%	30	7.7%	14	4.9%	13	3.0%	16	4.8%
	Black	1,042	72.3%	264	67.7%	176	61.3%	339	78.8%	263	78.5%
	Asian	21	1.5%	8	2.1%	5	1.7%	6	1.4%	2	0.6%
	Hispanic	39	2.7%	14	3.6%	7	2.4%	15	3.5%	3	0.9%
	Other Race/Ethnicity	267	18.5%	74	19.0%	85	29.6%	57	13.3%	51	15.2%
	Male	659	45.7%	183	46.9%	131	45.6%	131	30.5%	214	63.9%
	Female	783	54.3%	207	53.1%	156	54.4%	299	69.5%	121	36.1%

Four-Year College and University Staff by Principal Occupational Assignment, Fall 2018

		<i>Total</i>		Administrative/ Managerial Occupations		Professional Occupations		Clerical/Secretarial Occupations		Other Occupations	
St. Mary's College of Maryland	Total	294		40		130		42		82	
	White	214	72.8%	30	75.0%	102	78.5%	31	73.8%	51	62.2%
	Black	58	19.7%	8	20.0%	14	10.8%	8	19.0%	28	34.1%
	Asian	7	2.4%	0	0.0%	4	3.1%	2	4.8%	1	1.2%
	Hispanic	10	3.4%	1	2.5%	7	5.4%	1	2.4%	1	1.2%
	Other Race/Ethnicity	5	1.7%	1	2.5%	3	2.3%	0	0.0%	1	1.2%
	Male	124	42.2%	16	40.0%	62	47.7%	2	4.8%	44	53.7%
	Female	170	57.8%	24	60.0%	68	52.3%	40	95.2%	38	46.3%
All Campuses	Total	17,432		2,869		8,378		2,858		3,327	
	White	8,411	48.3%	1,574	54.9%	4,569	54.5%	1,105	38.7%	1,163	35.0%
	Black	5,748	33.0%	866	30.2%	2,026	24.2%	1,339	46.9%	1,517	45.6%
	Asian	828	4.7%	112	3.9%	540	6.4%	85	3.0%	91	2.7%
	Hispanic	864	5.0%	85	3.0%	338	4.0%	96	3.4%	345	10.4%
	Other Race/Ethnicity	1,581	9.1%	232	8.1%	905	10.8%	233	8.2%	211	6.3%
	Male	7,194	41.3%	1,184	41.3%	3,225	38.5%	695	24.3%	2,090	62.8%
	Female	10,238	58.7%	1,685	58.7%	5,153	61.5%	2,163	75.7%	1,237	37.2%

Notes:

- 1) Figures include both full-time and part-time staff as categorized using IPEDS classifications.
- 2) "Administrative/Managerial Occupations" include staff categorized as Management Occupations (IPEDS occupational category 11).
- 3) "Professional Staff Occupations" include staff categorized as Business and Financial Operations Occupations; Computer, Engineering, and Science Occupations; Community Service, Legal, Arts, and Media Occupations; Archivists, Curators, and Museum Technicians; Librarians; Library Technicians; and Other Teachers and Instructional Staff (IPEDS categories 12, 13, 14, 21, 22, 23, and 24).
- 4) "Clerical/Secretarial Occupations" include staff categorized as Office and Administrative Support Occupations (IPEDS category 28).
- 5) "Other Occupations" includes staff categorized as Service Occupations; Sales and Related Occupations; Natural Resources, Construction, and Maintenance Occupations; Production, Transportations, and Material Moving Occupations; and Military Staff (IPEDS categories 25, 26, 27, 29, 30, and 31).
- 6) The "Other Race/Ethnicity" category includes American Indian or Alaska Native, Native Hawaiian or Pacific Islander, Two or More Races, Foreign/Non-Resident Alien, and those with an unknown race/ethnicity.
- 7) Staff may be employed by more than one institution. They are included at each institution by which they are employed.

Source:

MHEC Employee Data System

Community College Full-Time Instructional Faculty by Rank, Fall 2018

		<i>Total</i>		Professor		Assistant Professor		Associate Professor		Instructor		Lecturer	
Allegany College of Maryland	Total	95		23		34		27		11		0	
	White	92	96.8%	23	100.0%	32	94.1%	26	96.3%	11	100.0%	0	0.0%
	Black	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Asian	1	1.1%	0	0.0%	1	2.9%	0	0.0%	0	0.0%	0	0.0%
	Hispanic	1	1.1%	0	0.0%	1	2.9%	0	0.0%	0	0.0%	0	0.0%
	Other Race/Ethnicity	1	1.1%	0	0.0%	0	0.0%	1	3.7%	0	0.0%	0	0.0%
	Male	39	41.1%	9	39.1%	15	44.1%	10	37.0%	5	45.5%	0	0.0%
	Female	56	58.9%	14	60.9%	19	55.9%	17	63.0%	6	54.5%	0	0.0%
Anne Arundel Community College	Total	251		69		93		74		15		0	
	White	199	79.3%	55	79.7%	75	80.6%	58	78.4%	11	73.3%	0	0.0%
	Black	27	10.8%	7	10.1%	8	8.6%	10	13.5%	2	13.3%	0	0.0%
	Asian	16	6.4%	4	5.8%	6	6.5%	4	5.4%	2	13.3%	0	0.0%
	Hispanic	5	2.0%	3	4.3%	2	2.2%	0	0.0%	0	0.0%	0	0.0%
	Other Race/Ethnicity	4	1.6%	0	0.0%	2	2.2%	2	2.7%	0	0.0%	0	0.0%
	Male	96	38.2%	24	34.8%	39	41.9%	28	37.8%	5	33.3%	0	0.0%
	Female	155	61.8%	45	65.2%	54	58.1%	46	62.2%	10	66.7%	0	0.0%
Carroll Community College	Total	76		7		25		34		7		3	
	White	68	89.5%	7	100.0%	23	92.0%	28	82.4%	7	100.0%	3	100.0%
	Black	4	5.3%	0	0.0%	0	0.0%	4	11.8%	0	0.0%	0	0.0%
	Asian	2	2.6%	0	0.0%	1	4.0%	1	2.9%	0	0.0%	0	0.0%
	Hispanic	1	1.3%	0	0.0%	0	0.0%	1	2.9%	0	0.0%	0	0.0%
	Other Race/Ethnicity	1	1.3%	0	0.0%	1	4.0%	0	0.0%	0	0.0%	0	0.0%
	Male	22	28.9%	0	0.0%	11	44.0%	7	20.6%	3	42.9%	1	33.3%
	Female	54	71.1%	7	100.0%	14	56.0%	27	79.4%	4	57.1%	2	66.7%
Cecil College	Total	51		17		13		20		1		0	
	White	41	80.4%	16	94.1%	8	61.5%	16	80.0%	1	100.0%	0	0.0%
	Black	5	9.8%	0	0.0%	5	38.5%	0	0.0%	0	0.0%	0	0.0%
	Asian	1	2.0%	1	5.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Hispanic	4	7.8%	0	0.0%	0	0.0%	4	20.0%	0	0.0%	0	0.0%
	Other Race/Ethnicity	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Male	21	41.2%	3	17.6%	7	53.8%	10	50.0%	1	100.0%	0	0.0%
	Female	30	58.8%	14	82.4%	6	46.2%	10	50.0%	0	0.0%	0	0.0%
College of Southern Maryland	Total	124		75		19		23		7		0	
	White	91	73.4%	57	76.0%	11	57.9%	18	78.3%	5	71.4%	0	0.0%
	Black	17	13.7%	12	16.0%	2	10.5%	2	8.7%	1	14.3%	0	0.0%
	Asian	5	4.0%	1	1.3%	3	15.8%	1	4.3%	0	0.0%	0	0.0%
	Hispanic	6	4.8%	4	5.3%	1	5.3%	1	4.3%	0	0.0%	0	0.0%
	Other Race/Ethnicity	5	4.0%	1	1.3%	2	10.5%	1	4.3%	1	14.3%	0	0.0%
	Male	46	37.1%	27	36.0%	7	36.8%	8	34.8%	4	57.1%	0	0.0%
	Female	78	62.9%	48	64.0%	12	63.2%	15	65.2%	3	42.9%	0	0.0%

Community College Full-Time Instructional Faculty by Rank, Fall 2018

		<i>Total</i>		<i>Professor</i>		<i>Assistant Professor</i>		<i>Associate Professor</i>		<i>Instructor</i>		<i>Lecturer</i>	
Chesapeake College	Total	53		11		15		15		11		1	
	White	48	90.6%	10	90.9%	15	100.0%	15	100.0%	7	63.6%	1	100.0%
	Black	2	3.8%	0	0.0%	0	0.0%	0	0.0%	2	18.2%	0	0.0%
	Asian	2	3.8%	1	9.1%	0	0.0%	0	0.0%	1	9.1%	0	0.0%
	Hispanic	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Other Race/Ethnicity	1	1.9%	0	0.0%	0	0.0%	0	0.0%	1	9.1%	0	0.0%
	Male	16	30.2%	3	27.3%	6	40.0%	3	20.0%	4	36.4%	0	0.0%
	Female	37	69.8%	8	72.7%	9	60.0%	12	80.0%	7	63.6%	1	100.0%
Community College of Baltimore County	Total	421		61		131		182		47		0	
	White	304	72.2%	54	88.5%	90	68.7%	124	68.1%	36	76.6%	0	0.0%
	Black	70	16.6%	2	3.3%	28	21.4%	36	19.8%	4	8.5%	0	0.0%
	Asian	19	4.5%	1	1.6%	7	5.3%	9	4.9%	2	4.3%	0	0.0%
	Hispanic	16	3.8%	2	3.3%	5	3.8%	8	4.4%	1	2.1%	0	0.0%
	Other Race/Ethnicity	12	2.9%	2	3.3%	1	0.8%	5	2.7%	4	8.5%	0	0.0%
	Male	166	39.4%	22	36.1%	50	38.2%	69	37.9%	25	53.2%	0	0.0%
	Female	255	60.6%	39	63.9%	81	61.8%	113	62.1%	22	46.8%	0	0.0%
Baltimore City Community College	Total	104		24		23		57		0		0	
	White	23	22.1%	8	33.3%	6	26.1%	9	15.8%	0	0.0%	0	0.0%
	Black	64	61.5%	11	45.8%	12	52.2%	41	71.9%	0	0.0%	0	0.0%
	Asian	4	3.8%	0	0.0%	3	13.0%	1	1.8%	0	0.0%	0	0.0%
	Hispanic	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Other Race/Ethnicity	13	12.5%	5	20.8%	2	8.7%	6	10.5%	0	0.0%	0	0.0%
	Male	45	43.3%	12	50.0%	11	47.8%	22	38.6%	0	0.0%	0	0.0%
	Female	59	56.7%	12	50.0%	12	52.2%	35	61.4%	0	0.0%	0	0.0%
Frederick Community College	Total	105		24		34		46		0		1	
	White	86	81.9%	21	87.5%	26	76.5%	38	82.6%	0	0.0%	1	100.0%
	Black	10	9.5%	3	12.5%	3	8.8%	4	8.7%	0	0.0%	0	0.0%
	Asian	6	5.7%	0	0.0%	3	8.8%	3	6.5%	0	0.0%	0	0.0%
	Hispanic	2	1.9%	0	0.0%	1	2.9%	1	2.2%	0	0.0%	0	0.0%
	Other Race/Ethnicity	1	1.0%	0	0.0%	1	2.9%	0	0.0%	0	0.0%	0	0.0%
	Male	41	39.0%	14	58.3%	11	32.4%	16	34.8%	0	0.0%	0	0.0%
	Female	64	61.0%	10	41.7%	23	67.6%	30	65.2%	0	0.0%	1	100.0%
Garrett College	Total	20		11		4		5		0		0	
	White	16	80.0%	10	90.9%	3	75.0%	3	60.0%	0	0.0%	0	0.0%
	Black	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Asian	1	5.0%	1	9.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Hispanic	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Other Race/Ethnicity	3	15.0%	0	0.0%	1	25.0%	2	40.0%	0	0.0%	0	0.0%
	Male	13	65.0%	8	72.7%	1	25.0%	4	80.0%	0	0.0%	0	0.0%
	Female	7	35.0%	3	27.3%	3	75.0%	1	20.0%	0	0.0%	0	0.0%

Community College Full-Time Instructional Faculty by Rank, Fall 2018

		<i>Total</i>		<i>Professor</i>		<i>Assistant Professor</i>		<i>Associate Professor</i>		<i>Instructor</i>		<i>Lecturer</i>	
Hagerstown Community College	Total	80		14		11		39		16		0	
	White	73	91.3%	13	92.9%	11	100.0%	37	94.9%	12	75.0%	0	0.0%
	Black	4	5.0%	0	0.0%	0	0.0%	2	5.1%	2	12.5%	0	0.0%
	Asian	1	1.3%	0	0.0%	0	0.0%	0	0.0%	1	6.3%	0	0.0%
	Hispanic	1	1.3%	1	7.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Other Race/Ethnicity	1	1.3%	0	0.0%	0	0.0%	0	0.0%	1	6.3%	0	0.0%
	Male	27	33.8%	5	35.7%	4	36.4%	11	28.2%	7	43.8%	0	0.0%
	Female	53	66.3%	9	64.3%	7	63.6%	28	71.8%	9	56.3%	0	0.0%
Harford Community College	Total	100		19		14		67		0	0.0%	0	0.0%
	White	91	91.0%	18	94.7%	12	85.7%	61	91.0%	0	0.0%	0	0.0%
	Black	6	6.0%	1	5.3%	0	0.0%	5	7.5%	0	0.0%	0	0.0%
	Asian	2	2.0%	0	0.0%	1	7.1%	1	1.5%	0	0.0%	0	0.0%
	Hispanic	1	1.0%	0	0.0%	1	7.1%	0	0.0%	0	0.0%	0	0.0%
	Other Race/Ethnicity	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Male	37	37.0%	6	31.6%	5	35.7%	26	38.8%	0	0.0%	0	0.0%
	Female	63	63.0%	13	68.4%	9	64.3%	41	61.2%	0	0.0%	0	0.0%
Howard Community College	Total	199		66		62		53		18		0	
	White	141	70.9%	51	77.3%	41	66.1%	39	73.6%	10	55.6%	0	0.0%
	Black	31	15.6%	9	13.6%	9	14.5%	9	17.0%	4	22.2%	0	0.0%
	Asian	19	9.5%	6	9.1%	11	17.7%	1	1.9%	1	5.6%	0	0.0%
	Hispanic	5	2.5%	0	0.0%	1	1.6%	2	3.8%	2	11.1%	0	0.0%
	Other Race/Ethnicity	3	1.5%	0	0.0%	0	0.0%	2	3.8%	1	5.6%	0	0.0%
	Male	74	37.2%	25	37.9%	23	37.1%	21	39.6%	5	27.8%	0	0.0%
	Female	125	62.8%	41	62.1%	39	62.9%	32	60.4%	13	72.2%	0	0.0%
Montgomery College	Total	476		291		130		51		4		0	
	White	299	62.8%	189	64.9%	74	56.9%	34	66.7%	2	50.0%	0	0.0%
	Black	70	14.7%	43	14.8%	17	13.1%	8	15.7%	2	50.0%	0	0.0%
	Asian	28	5.9%	18	6.2%	8	6.2%	2	3.9%	0	0.0%	0	0.0%
	Hispanic	24	5.0%	11	3.8%	11	8.5%	2	3.9%	0	0.0%	0	0.0%
	Other Race/Ethnicity	55	11.6%	30	10.3%	20	15.4%	5	9.8%	0	0.0%	0	0.0%
	Male	190	39.9%	133	45.7%	46	35.4%	11	21.6%	0	0.0%	0	0.0%
	Female	286	60.1%	158	54.3%	84	64.6%	40	78.4%	4	100.0%	0	0.0%
Prince George's Community College	Total	230		88		103		39		0		0	
	White	114	49.6%	48	54.5%	56	54.4%	10	25.6%	0	0.0%	0	0.0%
	Black	88	38.3%	27	30.7%	40	38.8%	21	53.8%	0	0.0%	0	0.0%
	Asian	13	5.7%	6	6.8%	4	3.9%	3	7.7%	0	0.0%	0	0.0%
	Hispanic	2	0.9%	2	2.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Other Race/Ethnicity	13	5.7%	5	5.7%	3	2.9%	5	12.8%	0	0.0%	0	0.0%
	Male	87	37.8%	35	39.8%	35	34.0%	17	43.6%	0	0.0%	0	0.0%
	Female	143	62.2%	53	60.2%	68	66.0%	22	56.4%	0	0.0%	0	0.0%

Community College Full-Time Instructional Faculty by Rank, Fall 2018

		<i>Total</i>		<i>Professor</i>		<i>Assistant Professor</i>		<i>Associate Professor</i>		<i>Instructor</i>		<i>Lecturer</i>	
Wor-Wic Community College	Total	65		13		20		22		10		0	
	White	59	90.8%	11	84.6%	18	90.0%	20	90.9%	10	100.0%	0	0.0%
	Black	3	4.6%	2	15.4%	0	0.0%	1	4.5%	0	0.0%	0	0.0%
	Asian	3	4.6%	0	0.0%	2	10.0%	1	4.5%	0	0.0%	0	0.0%
	Hispanic	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Other Race/Ethnicity	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Male	20	30.8%	3	23.1%	7	35.0%	6	27.3%	4	40.0%	0	0.0%
	Female	45	69.2%	10	76.9%	13	65.0%	16	72.7%	6	60.0%	0	0.0%
All Campuses	Total	2,450		813		731		754		147		5	
	White	1,745	71.2%	591	72.7%	501	68.5%	536	71.1%	112	76.2%	5	100.0%
	Black	401	16.4%	117	14.4%	124	17.0%	143	19.0%	17	11.6%	0	0.0%
	Asian	123	5.0%	39	4.8%	50	6.8%	27	3.6%	7	4.8%	0	0.0%
	Hispanic	68	2.8%	23	2.8%	23	3.1%	19	2.5%	3	2.0%	0	0.0%
	Other Race/Ethnicity	113	4.6%	43	5.3%	33	4.5%	29	3.8%	8	5.4%	0	0.0%
	Male	940	38.4%	329	40.5%	278	38.0%	269	35.7%	63	42.9%	1	20.0%
	Female	1,510	61.6%	484	59.5%	453	62.0%	485	64.3%	84	57.1%	4	80.0%

Notes:

- 1) Categories are based upon IPEDS classifications and include those classified as Instruction (IPEDS category 15) and Instruction combined with research and/or public service (IPEDS category 16). Faculty members categorized as Research (IPEDS category 17), and Public service (IPEDS category 18) are not included in these figures.
- 2) Faculty members classified as unknown rank or who do not hold an academic rank are not included in faculty totals.
- 3) These figures do not include pre-clinical and clinical medicine faculty at UMB and continuing education faculty.
- 4) The "Other Race/Ethnicity" category includes American Indian or Alaska Native, Native Hawaiian or Pacific Islander, Two or More Races, Foreign/Non-Resident Alien, and those with an unknown race/ethnicity.
- 5) Faculty may be employed by more than one institution. They are included at each institution by which they were employed.

Source:
Employee Data System, 2018

Four-Year College and University Full-Time Instructional Faculty by Rank, Fall 2018

		<i>Total</i>		<i>Professor</i>		<i>Associate Professor</i>		<i>Assistant Professor</i>		<i>Instructor</i>		<i>Lecturer</i>	
Bowie State University	Total	205		43		53		77		17		15	
	White	35	17.1%	15	34.9%	5	9.4%	13	16.9%	2	11.8%	0	0.0%
	Black	126	61.5%	18	41.9%	36	67.9%	48	62.3%	9	52.9%	15	100.0%
	Asian	10	4.9%	1	2.3%	6	11.3%	3	3.9%	0	0.0%	0	0.0%
	Hispanic	13	6.3%	5	11.6%	4	7.5%	3	3.9%	1	5.9%	0	0.0%
	Other Race/Ethnicity	21	10.2%	4	9.3%	2	3.8%	10	13.0%	5	29.4%	0	0.0%
	Male	93	45.4%	30	69.8%	24	45.3%	32	41.6%	1	5.9%	6	40.0%
	Female	112	54.6%	13	30.2%	29	54.7%	45	58.4%	16	94.1%	9	60.0%
Coppin State University	Total	118		21		39		51		7		0	
	White	17	14.4%	3	14.3%	10	25.6%	3	5.9%	1	14.3%	0	0.0%
	Black	80	67.8%	15	71.4%	19	48.7%	41	80.4%	5	71.4%	0	0.0%
	Asian	10	8.5%	2	9.5%	5	12.8%	3	5.9%	0	0.0%	0	0.0%
	Hispanic	2	1.7%	0	0.0%	1	2.6%	1	2.0%	0	0.0%	0	0.0%
	Other Race/Ethnicity	9	7.6%	1	4.8%	4	10.3%	3	5.9%	1	14.3%	0	0.0%
	Male	53	44.9%	11	52.4%	20	51.3%	19	37.3%	3	42.9%	0	0.0%
	Female	65	55.1%	10	47.6%	19	48.7%	32	62.7%	4	57.1%	0	0.0%
Frostburg State University	Total	238		66		81		56		1		34	
	White	196	82.4%	52	78.8%	68	84.0%	45	80.4%	0	0.0%	31	91.2%
	Black	11	4.6%	4	6.1%	5	6.2%	0	0.0%	1	100.0%	1	2.9%
	Asian	18	7.6%	8	12.1%	5	6.2%	4	7.1%	0	0.0%	1	2.9%
	Hispanic	3	1.3%	2	3.0%	1	1.2%	0	0.0%	0	0.0%	0	0.0%
	Other Race/Ethnicity	10	4.2%	0	0.0%	2	2.5%	7	12.5%	0	0.0%	1	2.9%
	Male	137	57.6%	48	72.7%	46	56.8%	27	48.2%	0	0.0%	16	47.1%
	Female	101	42.4%	18	27.3%	35	43.2%	29	51.8%	1	100.0%	18	52.9%
Salisbury University	Total	444		100		126		112		8		98	
	White	359	80.9%	85	85.0%	100	79.4%	79	70.5%	7	87.5%	88	89.8%
	Black	25	5.6%	3	3.0%	15	11.9%	5	4.5%	1	12.5%	1	1.0%
	Asian	39	8.8%	12	12.0%	8	6.3%	13	11.6%	0	0.0%	6	6.1%
	Hispanic	10	2.3%	0	0.0%	1	0.8%	7	6.3%	0	0.0%	2	2.0%
	Other Race/Ethnicity	11	2.5%	0	0.0%	2	1.6%	8	7.1%	0	0.0%	1	1.0%
	Male	219	49.3%	65	65.0%	67	53.2%	60	53.6%	1	12.5%	26	26.5%
	Female	225	50.7%	35	35.0%	59	46.8%	52	46.4%	7	87.5%	72	73.5%
Towson University	Total	909		224		224		225		13		223	
	White	683	75.1%	174	77.7%	167	74.6%	147	65.3%	10	76.9%	185	83.0%
	Black	57	6.3%	10	4.5%	12	5.4%	25	11.1%	2	15.4%	8	3.6%
	Asian	118	13.0%	28	12.5%	36	16.1%	43	19.1%	1	7.7%	10	4.5%
	Hispanic	22	2.4%	8	3.6%	4	1.8%	3	1.3%	0	0.0%	7	3.1%
	Other Race/Ethnicity	29	3.2%	4	1.8%	5	2.2%	7	3.1%	0	0.0%	13	5.8%
	Male	390	42.9%	120	53.6%	104	46.4%	80	35.6%	3	23.1%	83	37.2%
	Female	519	57.1%	104	46.4%	120	53.6%	145	64.4%	10	76.9%	140	62.8%

Four-Year College and University Full-Time Instructional Faculty by Rank, Fall 2018

		<i>Total</i>		<i>Professor</i>		<i>Associate Professor</i>		<i>Assistant Professor</i>		<i>Instructor</i>		<i>Lecturer</i>	
University of Baltimore	Total	185		41		58		47		0		39	
	White	135	73.0%	28	68.3%	45	77.6%	34	72.3%	0	0.0%	28	71.8%
	Black	17	9.2%	6	14.6%	4	6.9%	2	4.3%	0	0.0%	5	12.8%
	Asian	19	10.3%	5	12.2%	4	6.9%	6	12.8%	0	0.0%	4	10.3%
	Hispanic	6	3.2%	2	4.9%	2	3.4%	1	2.1%	0	0.0%	1	2.6%
	Other Race/Ethnicity	8	4.3%	0	0.0%	3	5.2%	4	8.5%	0	0.0%	1	2.6%
	Male	100	54.1%	29	70.7%	30	51.7%	24	51.1%	0	0.0%	17	43.6%
	Female	85	45.9%	12	29.3%	28	48.3%	23	48.9%	0	0.0%	22	56.4%
University of Maryland, Baltimore	Total	428		106		102		144		68		8	
	White	291	68.0%	83	78.3%	69	67.6%	91	63.2%	40	58.8%	8	100.0%
	Black	55	12.9%	7	6.6%	8	7.8%	20	13.9%	20	29.4%	0	0.0%
	Asian	51	11.9%	13	12.3%	16	15.7%	18	12.5%	4	5.9%	0	0.0%
	Hispanic	13	3.0%	2	1.9%	6	5.9%	4	2.8%	1	1.5%	0	0.0%
	Other Race/Ethnicity	18	4.2%	1	0.9%	3	2.9%	11	7.6%	3	4.4%	0	0.0%
	Male	147	34.3%	66	62.3%	36	35.3%	32	22.2%	13	19.1%	0	0.0%
	Female	281	65.7%	40	37.7%	66	64.7%	112	77.8%	55	80.9%	8	100.0%
University of Maryland, Baltimore County	Total	542		153		157		110		13		109	
	White	380	70.1%	120	78.4%	104	66.2%	59	53.6%	13	100.0%	84	77.1%
	Black	32	5.9%	5	3.3%	11	7.0%	11	10.0%	0	0.0%	5	4.6%
	Asian	85	15.7%	25	16.3%	32	20.4%	18	16.4%	0	0.0%	10	9.2%
	Hispanic	24	4.4%	3	2.0%	8	5.1%	5	4.5%	0	0.0%	8	7.3%
	Other Race/Ethnicity	21	3.9%	0	0.0%	2	1.3%	17	15.5%	0	0.0%	2	1.8%
	Male	281	51.8%	109	71.2%	73	46.5%	52	47.3%	2	15.4%	45	41.3%
	Female	261	48.2%	44	28.8%	84	53.5%	58	52.7%	11	84.6%	64	58.7%
University of Maryland, College Park	Total	1,721		723		434		321		7		236	
	White	1,068	62.1%	531	73.4%	264	60.8%	130	40.5%	4	57.1%	139	58.9%
	Black	105	6.1%	17	2.4%	30	6.9%	30	9.3%	3	42.9%	25	10.6%
	Asian	241	14.0%	117	16.2%	70	16.1%	40	12.5%	0	0.0%	14	5.9%
	Hispanic	99	5.8%	32	4.4%	28	6.5%	24	7.5%	0	0.0%	15	6.4%
	Other Race/Ethnicity	208	12.1%	26	3.6%	42	9.7%	97	30.2%	0	0.0%	43	18.2%
	Male	1,069	62.1%	545	75.4%	256	59.0%	152	47.4%	4	57.1%	112	47.5%
	Female	652	37.9%	178	24.6%	178	41.0%	169	52.6%	3	42.9%	124	52.5%
University of Maryland Eastern Shore	Total	204		41		70		52		2		39	
	White	70	34.3%	14	34.1%	23	32.9%	15	28.8%	0	0.0%	18	46.2%
	Black	73	35.8%	16	39.0%	24	34.3%	16	30.8%	2	100.0%	15	38.5%
	Asian	41	20.1%	10	24.4%	16	22.9%	11	21.2%	0	0.0%	4	10.3%
	Hispanic	7	3.4%	0	0.0%	2	2.9%	3	5.8%	0	0.0%	2	5.1%
	Other Race/Ethnicity	13	6.4%	1	2.4%	5	7.1%	7	13.5%	0	0.0%	0	0.0%
	Male	117	57.4%	25	61.0%	48	68.6%	27	51.9%	1	50.0%	16	41.0%
	Female	87	42.6%	16	39.0%	22	31.4%	25	48.1%	1	50.0%	23	59.0%

Four-Year College and University Full-Time Instructional Faculty by Rank, Fall 2018

		<i>Total</i>		<i>Professor</i>		<i>Associate Professor</i>		<i>Assistant Professor</i>		<i>Instructor</i>		<i>Lecturer</i>	
University of Maryland Global Campus	Total	193		115		61		15		2		0	
	White	132	68.4%	82	71.3%	41	67.2%	8	53.3%	1	50.0%	0	0.0%
	Black	17	8.8%	10	8.7%	5	8.2%	2	13.3%	0	0.0%	0	0.0%
	Asian	15	7.8%	11	9.6%	2	3.3%	2	13.3%	0	0.0%	0	0.0%
	Hispanic	5	2.6%	2	1.7%	2	3.3%	1	6.7%	0	0.0%	0	0.0%
	Other Race/Ethnicity	24	12.4%	10	8.7%	11	18.0%	2	13.3%	1	50.0%	0	0.0%
	Gender												
Male	107	55.4%	63	54.8%	34	55.7%	9	60.0%	1	50.0%	0	0.0%	
Female	86	44.6%	52	45.2%	27	44.3%	6	40.0%	1	50.0%	0	0.0%	
Morgan State University	Total	478		73		159		97		2		147	
	White	73	15.3%	5	6.8%	37	23.3%	11	11.3%	0	0.0%	20	13.6%
	Black	212	44.4%	34	46.6%	64	40.3%	35	36.1%	2	100.0%	77	52.4%
	Asian	27	5.6%	12	16.4%	8	5.0%	3	3.1%	0	0.0%	4	2.7%
	Hispanic	7	1.5%	0	0.0%	1	0.6%	3	3.1%	0	0.0%	3	2.0%
	Other Race/Ethnicity	159	33.3%	22	30.1%	49	30.8%	45	46.4%	0	0.0%	43	29.3%
	Gender												
Male	264	55.2%	56	76.7%	83	52.2%	50	51.5%	1	50.0%	74	50.3%	
Female	214	44.8%	17	23.3%	76	47.8%	47	48.5%	1	50.0%	73	49.7%	
St. Mary's College of Maryland	Total	142		48		40		50		3		1	
	White	115	81.0%	39	81.3%	36	90.0%	37	74.0%	2	66.7%	1	100.0%
	Black	6	4.2%	2	4.2%	2	5.0%	2	4.0%	0	0.0%	0	0.0%
	Asian	8	5.6%	4	8.3%	1	2.5%	2	4.0%	1	33.3%	0	0.0%
	Hispanic	6	4.2%	2	4.2%	1	2.5%	3	6.0%	0	0.0%	0	0.0%
	Other Race/Ethnicity	7	4.9%	1	2.1%	0	0.0%	6	12.0%	0	0.0%	0	0.0%
	Gender												
Male	74	52.1%	25	52.1%	24	60.0%	22	44.0%	2	66.7%	1	100.0%	
Female	68	47.9%	23	47.9%	16	40.0%	28	56.0%	1	33.3%	0	0.0%	
All Campuses	Total	5,807		1,754		1,604		1,357		143		949	
	White	3,554	61.2%	1,231	70.2%	969	60.4%	672	49.5%	80	55.9%	602	63.4%
	Black	816	14.1%	147	8.4%	235	14.7%	237	17.5%	45	31.5%	152	16.0%
	Asian	682	11.7%	248	14.1%	209	13.0%	166	12.2%	6	4.2%	53	5.6%
	Hispanic	217	3.7%	58	3.3%	61	3.8%	58	4.3%	2	1.4%	38	4.0%
	Other Race/Ethnicity	538	9.3%	70	4.0%	130	8.1%	224	16.5%	10	7.0%	104	11.0%
	Gender												
Male	3,051	52.5%	1,192	68.0%	845	52.7%	586	43.2%	32	22.4%	396	41.7%	
Female	2,756	47.5%	562	32.0%	759	47.3%	771	56.8%	111	77.6%	553	58.3%	

Notes:
 1) Categories are based upon IPEDS classifications and include those classified as Instruction (IPEDS category 15) and Instruction combined with research and/or public service (IPEDS category 16). Faculty members categorized as Research (IPEDS category 17), and Public service (IPEDS category 18) are not included in these figures.
 2) Faculty members classified as unknown rank or who do not hold an academic rank are not included in faculty totals.
 3) These figures do not include pre-clinical and clinical medicine faculty at UMB and continuing education faculty.
 4) The "Other Race/Ethnicity" category includes American Indian or Alaska Native, Native Hawaiian or Pacific Islander, Two or More Races, Foreign/Non-Resident Alien, and those with an unknown race/ethnicity.
 5) Faculty may be employed by more than one institution. They are included at each institution by which they were employed.
Source:
 Employee Data System, 2018

Community College Full-Time Instructional Faculty

	2006	2009	2012	2015	2018
Total	2,344	2,464	2,550	2,525	2,456
White	1,885	1,934	1,925	1,832	1,750
Black	306	340	343	386	401
Asian	91	106	97	114	123
Hispanic	39	57	55	64	68
Male	1,015	1,022	1,014	954	941
Female	1,329	1,442	1,536	1,571	1,515

Notes:

Data include all instructional faculty of any rank during fall of the given year.

IPEDS reporting categories changed in 2010. 2006 and 2009 data include all faculty members with a principal occupational category of "Instruction". 2012, 2015, and 2018 data include all faculty with a principal occupational assignment of "Instruction" and "Instruction combined with Research and/or Public Service".

These figures do not include continuing education faculty.

Faculty may be employed by more than one institution. They are included at each institution by which they were employed.

Racial categories after 2010 correspond to current federal race and ethnicity definitions. Previous years' data may not be directly comparable.

Source:

Maryland Higher Education Commission, Employee Data System

Four-Year Public College and University Full-Time Instructional Faculty

	2006	2009	2012	2015	2018
Total	5,315	5,497	5,721	5,830	5,934
White	3,766	3,733	3,733	3,710	3,648
Black	829	892	817	798	820
Asian	477	538	538	624	694
Hispanic	145	158	170	181	224
Male	3,139	3,087	3,146	3,132	3,115
Female	2,176	2,410	2,575	2,698	2,819

Notes:

Data include all instructional faculty of any rank during fall of the given year.

IPEDS reporting categories changed in 2010. 2006 and 2009 data include all faculty members with a principal occupational category of "Instruction". 2012, 2015, and 2018 data include all faculty with a principal occupational assignment of "Instruction" and "Instruction combined with Research and/or Public Service".

These figures do not include continuing education faculty.

Faculty may be employed by more than one institution. They are included at each institution by which they were employed.

Racial categories after 2010 correspond to current federal race and ethnicity definitions. Previous years' data may not be directly comparable.

Source:

Maryland Higher Education Commission, Employee Data System