



Report on Institutional Programs of Cultural Diversity MSAR #8751

March 2021

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Report on Institutional Programs of Cultural Diversity
2020

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2020 MHEC Diversity Report

MSAR # 8751

The State of Maryland places a high value on cultural diversity, equity, and achievement for all students. While the Maryland State Plan for Postsecondary Education 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.

Recognizing the important role that diversity plays in education, Maryland Education Article §11-406 requires that all Maryland public postsecondary institutions create, implement, and report on a plan for cultural diversity. All community colleges and public four-year colleges and universities are currently compliant with this statutory requirement. Maryland statute further requires that all public colleges and universities submit an annual progress report, approved by the governing board and submitted on its behalf, detailing the implementation of the plan to the Maryland Higher Education Commission (MHEC).¹ These narratives are included, unedited, in the appendix to this report; all are prepared as searchable PDF documents to ease review of the institutions' reports. 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 diversity within the institution. MICUA is required to submit an annual report to the Commission. The MICUA narrative is also included in this report.

Maryland's institutions operate a wide array of programs designed to address aspects of cultural diversity on campuses. Rather than solely focusing on increasing numerical representation of groups traditionally underrepresented in higher education, institutions have also undertaken substantial efforts to provide a welcoming atmosphere for those of all cultural backgrounds and to increase appreciation for diversity more broadly throughout the campus community. These programs have traditionally fallen into the following categories:

- 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;

¹ Morgan State University failed to meet the statutory deadline for Board approval and report submission. However, the Morgan State Board of Regents passed a special resolution delegating the authority to President Wilson to approve reports while operating under the Governor's Executive Order. While there was no board approval form submitted, the narrative submitted under this executive order is included in the appendix to this report.

- 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 additional resources, such as external grants and partnerships, which may provide institutions with financial and logistical support

As detailed throughout institutional narratives, most campuses have taken an evidence-based approach to their diversity programming; even as they develop new and innovative programs, they continue to evaluate the effectiveness of ongoing efforts. In this year's report, institutions were asked to identify the most successful strategies that they have employed to recruit and retain minority faculty and staff. While responses varied, the majority of institutions indicated that modifications to the search process – including both expanding advertising to include a broader audience and providing supplemental training to search committees – had proved the most successful. A number of institutions also highlighted the fact that they had centralized equity and inclusion efforts for faculty recruitment and retention.

Additionally, four institutions (Anne Arundel Community College, Bowie State University, University of Baltimore, and Wor-Wic Community College) joined 63 other institutions in participating in the Second Chance Pell program, designed to increase education opportunities for those re-entering society following incarceration.

As documented in institutional narratives, there have been several topics that have proven particularly dominant in relation to cultural diversity over the past year.

The fight for social justice has played an increasingly prominent role in both national and worldwide policy discussions, a trend reflected across behaviors and actions at Maryland's college campuses. Like many other diversity-related topics, a wide variety of educational activities took place across campuses. Of particular emphasis over the past few years has been the persistence of structural racism and the numerous ways it impacts society.

The past year also saw an increase in student action, particularly centered on issues of racial equality. Colleges and universities across the state saw members of their student bodies join with community groups and others to encourage meaningful action and progress in ending inequality.

Similarly, the past year has seen a renewed focus on issues related to free speech and civil discourse. Campuses throughout the state engaged in a number of efforts to promote the principles of freedom of speech while discouraging conduct or speech that may prove discriminatory or illegal on campus. Primarily, they have focused on providing education and training to both students and faculty, and establishing clear policies surrounding protected speech on campuses. Despite these ongoing efforts, incidents both within Maryland and across the

country make it clear that leadership continue to grapple with establishing an appropriate balance between encouraging freedom of speech and disallowing hate speech.²

As of this time, it remains unknown what impact COVID-19 may have on the diversity of Maryland's college and university students, staff, and faculty. One primary goal of diversity programming – fostering an environment of openness and inclusion – may be substantially hindered by the limited physical presences on campuses. Additionally, the impact of a transition to mainly online learning may be experienced differently across racial, gender, and socioeconomic groups. It is also unclear whether this shift in particular may contribute to any increases or decreases in existing achievement gaps. However, it is clear that institutions have continued to engage in substantial and meaningful efforts to promote and enhance diversity across all facets of their communities, and to promote success for all students.

Maryland institutions continue to place a high value on cultural diversity both within and outside of the classroom. While this summary contains a brief description of the types of initiatives taking place on campuses throughout the state, the institutional narratives contained in appendix to this report provide a much more rich depiction of these efforts and the impacts they are having on their communities. The wide array of programs Maryland colleges and universities operate show that the efforts occurring on Maryland campuses reflect a desire to serve a diverse citizenry in an increasingly interconnected society.

² The past year, Salisbury University found itself in the national spotlight in this regard when incidents of racist graffiti were found on campus. <https://abcnews.go.com/US/wireStory/maryland-college-cancels-classes-racist-graffiti-found-69123100>

Allegany College of Maryland

PLAN FOR PROGRAM OF CULTURAL DIVERSITY

Annual Report / Academic Year 2019-2020

Presented to Board of Trustees 10/19/20

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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 / GOALS

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.

AREAS OF EMPHASIS

Civil Rights Audit: During FY20, Allegany College of Maryland was selected for a routine audit by the Maryland State Department of Education (MSDE) Division of Career and College Readiness Methods of Administration (MOA). The College assembled an interdisciplinary team to prepare for the audit, write the institution’s report, participate in the audit with the MSDE team during their campus visit, and respond to MOA findings. The College implemented or has timelines for full implementation of all the findings and recommendations.

There were two significant outcomes from the MOA.

- 1.) Revision of the College’s non-discrimination policy and statement:
Allegany College of Maryland does not discriminate on the basis of age, ancestry/national origin, color, disability, gender identity/expression, marital status, race, religion, sex, or sexual orientation in matters affecting employment or in providing access to programs and activities and provides equal access to the Boy Scouts and other designated youth groups.
- 2.) Revision of the Dean of Student & Legal Affairs job description; that position is now designated as the College’s ADA/504 Coordinator.

Residence Life Staffing: Effective 07/01/19, Allegany College of Maryland reached a several years’ staffing goal and hired a second Area Coordinator for Willowbrook Woods. As noted below, students who live on campus at Willowbrook Woods are the majority of the College’s minority student population. The arguments in support of doubling live-in staff included more frequent and meaningful connections with individual residents, increased programming/engagement, greater availability to and support of student Resident Assistants, and ability to identify and intervene with problems sooner which should translate over time to improved academic performance, retention, and completion of this 85% minority community. In Fall 2019, Residence Life organized 39 distinct programs that included educational and recreational elements. In Spring 2020 before Covid required the cancellation of many events, Residence Life held 15 programs.

Unity Center: The College upgraded, relocated, and re-themed the former Diversity Center which had been housed in the College Center for years to the Unity Center in the Humanities Building. The Unity Center’s mission is to provide a space for multi-cultural learning opportunities that engage students, faculty, and staff in meaningful ways. It serves as an educational space for the College’s many groups and clubs including its Aspiring Young MENTors who use the center as their headquarters for activities.

Loft Lift: After several years’ inoperability and diligent efforts to secure the necessary funding, the College’s loft lift was replaced with a new wheelchair lift during FY20. That space (large meeting room above in the College Center theater) is now fully handicap accessible.

Diversity Committee: Membership changed significantly in FY20. The first meeting was in October where last year’s members reviewed the FY19 survey results with regular monthly meetings held until the College shifted to remote in March due to Covid-19. The Committee’s project in FY20 was designation of gender neutral bathrooms on campus – specifically designating single occupancy bathrooms as open to any person of any gender. That goal was approved by institutional leadership although implementation was delayed due to Covid 19. It will continue into FY21. The Committee noted the following additional activities:

- ✓ New members joined while others stepped down. The same small core of members contributed mightily to the group’s work, and new co-chairs were reappointed.

- ✓ Safe Zone training for committee members in mid-February.
- ✓ Began work on a dedicated web page.
- ✓ Discussed employee training related to improving cultural competence.
- ✓ Supported a message from Dr. Bambara to the campus community related to the civil unrest in cities nationwide and solicited student representation (June 2020).
- ✓ Several members participated in local marches/rallies and shared their observations/experiences with the committee (Summer 2020).
- ✓ Research/reading was shared liberally among Committee members.

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. The new Title IX regulations were issued in Spring 2020; they contain a heavy emphasis on greater due process and elimination of bias. The College’s Title IX policy was revised and new procedures/practices were developed in Spring/Summer 2020 to meet compliance.

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. The complaint form and process for responding to complaints is updated annually. (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.

Lighthouse: The College contracted with third party vendor Lighthouse Services, Inc. to provide a venue for any person to report misconduct anonymously. Various College officials are designated as administrators and investigators for reports in the following categories: discrimination, Title IX, safety/security, fraud, compliance/ethics, human resources, and athletics. The full rollout of this service was delayed by Covid-19 and will occur in early FY21.

CCSSE: The College was scheduled to administer the CCSSE in Spring 2020, but Covid-19 scuttled the survey.

EVALUATION OF PROGRESS

Allegany College of Maryland has continued a comprehensive review of its assessment and planning throughout FY20; 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. Each unit submits an annual report to the Director of Institutional Effectiveness, Research, and Planning. Additionally, the Strategic Planning Council writes an annual report that addresses progress for each strategic initiative.

For the General Education Personal & Civic Responsibility Goal, assessment is accomplished via questionnaires and evaluation of learning outcomes via an assessment rubric.

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 and among our student body (5 years). As you can see, Allegany College of Maryland has grown in its representation of minorities in the student body and continues to exceed the local population minority population percentage.

Race/Ethnicity	Allegany County	
Total Population	75047	
White	65066	86.7%
2 or more races	6229	8.3%
Hispanic	150	0.2%
Black or African American	826	1.1%
American Indian/Alaska Native	75	0.1%
Asian	1576	2.1%
Native Hawaiian/Other Pacific Islander	1426	1.9%
Non-white	9981	13.3%
Source: 2019 Census Population Estimates (ACS)		

Student racial/ethnic distribution	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
a. Hispanic/Latino	0.20%	1.40%	1.50%	1.50%	1.90%	1.40%	1.47%	2.1%
b. Black/African American only	10.40%	10.30%	10.60%	11.40%	10.90%	10.40%	9.63%	9.4%
c. American Indian or Alaskan native only	0.20%	0.20%	0.10%	0.00%	0.20%	0.30%	0.08%	0.1%
d. Native Hawaiian or other Pacific Islander only	0.10%	0.10%	0.10%	0.00%	0.00%	0.10%	0.12%	0.0%
e. Asian only	0.40%	0.40%	0.30%	0.00%	0.40%	0.70%	0.66%	0.5%
f. White only	84.30%	83.70%	83.00%	84.20%	82.40%	83.20%	83.33%	83.4%
g. Multiple races	1.00%	1.30%	1.50%	0.40%	2.10%	2.40%	3.09%	2.9%
h. Foreign/Non-resident alien	1.00%	1.10%	1.30%	1.10%	1.20%	1.10%	1.01%	0.7%
i. Unknown/Unreported	1.20%	1.70%	1.80%	1.40%	0.90%	0.40%	0.62%	0.8%
% Minority	13.30%	16.50%	15.30%	15.80%	17.60%	16.80%	16.68%	15.3%
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, 85% of Willowbrook Woods residents were non-white for the FY20 contract term.

Residence Life: Allegany College of Maryland offers on-campus apartments for up to 224 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: Male, Female, Trans or Transgender, Another Identity
2. Gender based room assignment choices: 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.

Marketing/Recruitment: 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. Recruitment staff also attended programs and/or offered special events that support the recruitment of and services to underrepresented students. (NOTE: several of these activities were suspended or went virtual beginning in Spring 2020 due to Covid.)

1. Monthly visits through March 2020 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. (virtual)
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. (virtual)
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 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. (virtual)
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. (suspended)
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.

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.

The most recent data available from the Office of Institutional Research, Effectiveness, and Planning (Fall 2019) shows gains (albeit modest gains) over the prior three years.

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Percent Minority Full-Time Faculty	1.9%	2.0%	3.0%	3.2%
Percent Minority Full-Time Administrative and Professional Staff	0.9%	1.3%	1.8%	1.8%

*minority includes non-white and Hispanic

Human Resources reports the following recruitment and retention employee data:

For recruitment:

Applications	FY20
Females Applied	54%
Females Hired	56%
Minority Applied	33%
Minority Hired	6%
Veteran Applied	7%

Veteran Hired	7%
Disabled Applied	2%
Disabled Hired	4%
Non-white applied	17%
Non-white hired	16%
Total applications received	694
Total Hired	45
Faculty Applied	249
Faculty Hired	15
Staff Applied	445
Staff Hired	30

Retention of staff:

From EDS report	FY20
FT Faculty Minority	3.16%
FT Faculty non-white	2.11%
FT Faculty & Admin/Prof Minority	1.96%
FT Faculty & Admin/Prof Non-white	1.47%
FT ALL Minority	2.14%
FT ALL Non-white	1.42%
FT Staff (no Faculty) Minority	1.61%
FT Staff (no Faculty) non-white	1.08%
Payroll ending 11/15	
FT and PT Staff	
FT	281
PT	229
TOTAL	510
White, Hispanic	6
Non-white	13
Non-white	2.55%
Minority	3.73%

The President and Director of Institutional Effectiveness, Research, and Planning conducted the annual internal **Employee Satisfaction Survey** in Fall 2020 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 continue to be encouraging and show steady progress at the institution.

Percent of Employees Responding Strongly Agree or Agree:	2015	2016	2017	2018	2019
The College demonstrates commitment to valuing diversity	80%	82%	79%	81%	84%
ACM fosters cultural competency in its employees	68%	67%	66%	69%	76%
Source: ACM Employee Survey (Internal), 2015-2019					

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 continues to train and use a team of search committee experts. 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.

- *Faculty and staff cultural training programs*
- *Curricular initiatives that promote cultural diversity in the classroom*
- *Co-curricular programming for students*

All new, full time Faculty, and all Professional and Associate Support Staff are required to complete harassment training which includes sexual harassment. Additionally, pursuant to the regulations in place during FY20, every new ACM employee is required to receive Title IX training during his/her first year of employment.

General Education Personal & Civic Responsibility Goal: Faculty are designated each year to list personal and civic responsibility as a learning outcome for students. Faculty participate in trainings that foster shared understanding of the goal, expectations for proficiency, and teaching and learning strategies.

Poverty Simulation: Allied Health Students participated in the poverty simulation on **November 20th, 2019** in cooperation with community partner, the Western Maryland Health System (now UPMC-Western Maryland). The Poverty Simulation is an immersion experience that helps to sensitize community participants to the realities of poverty. This experience helps to bridge the gap from misconception to understanding. During the simulation, participants will role-play a month in poverty and experience the challenges of living in poverty.

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. **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.

Salome Heyward's Best Practice Webinar Series: Keys to Avoiding Accommodation Mistakes: This series was made available to all faculty and staff.

Faculty Teaching/Learning Community: Coordinators hosted numerous learning events as “open houses” during the year including one entire week in February dedicated to Diversity in the classroom – specifically student learning styles.

DEI (Diversity Equity Inclusion): ACM’s Institutional Technology found and made available to faculty and staff a free webinar from Educause. “We are all responsible for the creation of inclusive institutions...Join us for 60 minutes of diversity, equity, and inclusion that will give you the business case for inclusivity, an overview of what your peers are already doing and accomplishing, and time to commit to that one next step you will take.”

Humanitarian Relief Simulation Exercise: One of the most urgent challenges of our times is the mass movement of displaced people around the globe. Reasons are often related to war, violence, and natural occurrences created by environmental crises and disasters. This 2-hour role-playing simulation builds understanding and sensitivity to the challenges faced by people involved in crisis situations. Role playing as aid

workers and displaced persons, students can increase **cultural awareness, interviewing abilities, and build their empathy capacity.**

Book Discussions / institutional events and community partnerships

- The Holocaust: Could it Happen Again?
- Anne Frank: The Diary of a Young Girl
- Resilience: One Family's Story of Hope and Triumph Over Evil (75th anniversary of liberation of Auschwitz)
- Waking up White: Finding myself in the Story of Race
- Allegany Unearthed: Coal in Western Maryland - A Student Perspective

Martin Luther King Day & Black History Month Speaker Series / ACPS partnership

- "I Have a Dream" by Pastor Darin Mency
- "Harriet Tubman: Walk a Mile in My Shoes"
- MLK Celebration with Kate Smith Brodie
- "Frederick Douglas Speaking Tour" with Nathan Richardson

Civic Engagement Opportunities / Center for College Community Partnership

- Community Trip to the Holocaust Memorial Museum
- Martin Luther King Jr. Celebration: Chasing the Dream, Remembering the Journey
- Hidden Common Ground Initiative: Deliberate and exchange ideas about issues like immigration, divisiveness, health care, and the economy
- "Coastal Promise" Humanitarian Relief Simulation Field Exercise – program on conflict resolution, peacebuilding, and humanitarian assistance
- Save the World Incubator Session
- "River and Rails" Festival
- Allegany County Lynching Truth and Reconciliation Project: support the mission of Allegany County's Truth and Reconciliation Committee and their work on a local community remembrance project. The project is mandated by [Maryland HB 307](#), which requires regional hearings on lynchings that took place in Maryland, as well as to examine the legacy of racism in our community. It is endorsed by [Bryan Stevenson](#), of the [Equal Justice Initiative](#).

Donald Alexander Library: The staff have purposefully developed themed displays and grouped reading materials to promote cultural awareness where the students typically associated with cultural observances (weekly, monthly).

Student Life / Student Government Association / Student Clubs

Allegany College of Maryland, through its Student Government Association, recognized 30 Student Clubs in FY 20. In FY19 we removed 2 clubs from our rosters, which had become inactive (NAACP Student Club & Science Club). Active clubs that promote diversity include the Student Government Association, Advocates 4 Christ, Choir, Culture 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 semester to select various speakers, novelty events, and performers to bring to campus.

In FY20, 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.
- **Dr. Martin Luther King Jr. Celebration** – During the day, a passive program included the showing of several videos relating to Dr. King.
- The annual **Focus on Women Awards** were once again incorporated into the all-college **Student Award Ceremony** where numerous other programs and achievements by deserving students are recognized (eg., Service to Children Award (Education), Outstanding Female and Male Student-Athlete Awards). One student was selected and recognized this year.
- The **Focus on Men Award** was again presented this year, which mirrored the Focus on Women Award. One student was chosen and recognized this year.
- **International Day of Peace** - was held by TDC in conjunction with Frostburg State University.
- From March – June due to Covid precautions, Student Life organized **virtual programming**, utilizing free online events provided by a variety of vendors. Programs included various musicians and presentations on topics such as: Smash the Monolith, Can Interfaith Restore Humanity, Changing the World: One Person at a time, Changing the Face of Fashion, mental health, a concert featuring a music sign language interpreter, sign language lessons, overcoming adversity during difficult times (a program aimed at supporting students with disabilities).

Continuing Education and Workforce Development

- **HALO for the Holidays:** “Harmony’s African-American Legacy Organization, 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.
- **Bridges to the World International Film Festival:** films from Indonesia, Chile, Finland, and China
- **Culturally Relevant, Trauma Informed Care with Trans, Two Spirit, and Gender Non-Conforming People**
- Personal enrichment course: **The Great Faiths**
- **Adult Basic Education** helps community members become literate and to develop necessary skills for employment; ABE also includes the following program objectives: “Assist immigrants and other individuals who are English language learners to improve reading, writing, speaking, comprehension, and mathematics skills and acquire understanding of the American system of government, individual freedom, and the responsibilities of citizenship.”
- **Autism Walk:** This annual event raises money to support various local autism efforts in our region, in coordination with the Jefferson School and Sheppard Pratt.
- **Cultural Immersion: Latin America:** CE Culture Coach in partnership with World Artists Experiences went to Washington, DC for a day of immersion into Latin American culture.
- **Homeless Resource Day:** 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 colorectal 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:** 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 4

A description of the one strategy that has proven most successful in increasing the diversity of faculty and staff of the campus, and what evidence demonstrates its success.

In a concentrated effort to increase minority representation among faculty and staff, Human Resources began posting faculty and higher-level professional positions on Higher ED Jobs with an extra diversity package boost. That boost reaches candidates who have opted to receive postings by institutions who are committed to diversity and inclusion. It increases the pool of applicants looking for positions in institutions who are looking to work for institutions who are committed and support those policies (diversity, inclusion, and equal opportunity).

These postings also are then included in the Diversity Resources or Diversity Profiles pages of different job boards (mostly Inside Higher Education is who ACM uses).

The data shows these strategies helped increase the number of diverse applicants (ie., increase in minority applications – 33% in FY20 versus 19% in FY19)

Human Resources also worked with Marketing to boost the Facebook posts of open positions and also did a local radio ad with Forever Media. These additional methods allowed the College to reach more “passive” job applicants who may otherwise have not learned of open positions. Thus, by casting a much wider net with direct appeal to diverse populations, the College received a significantly higher number of minority applications.

PART 5

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

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

- Campus Safety / Special Police
- 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 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 (extended in 2020 due to Covid). 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.

MHEC Cultural Diversity Report September 2020

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.

Vision

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

Values

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

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 Statement¹

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.

Policy on Equity, Diversity and Inclusion²

Anne Arundel Community College is committed to fostering, cultivating, and sustaining equity, diversity and inclusion in its activities, admissions, community involvement, curriculum, employment, policies, and programs. The College embraces all dimensions of diversity and the uniqueness of every individual – their differences, life experiences, knowledge, viewpoints, innovation, self-expression, capabilities, and talents. Equity, diversity, and inclusion recognizes differences between people, respects them, and acknowledges that they provide meaningful contributions to the College as a whole. These differences are valued and enhance our reputation, achievements, and all who work here.

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

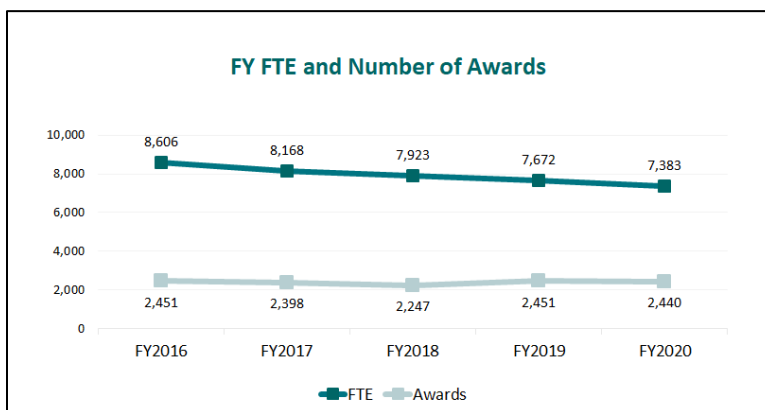
² *Approved by the Anne Arundel Community College Board of Trustees, March 10, 2020*

Section 1: Summary of the institution’s plan to improve cultural diversity. Include all major goals, areas of emphasis, and strategy for implementation. (2-3 pages)

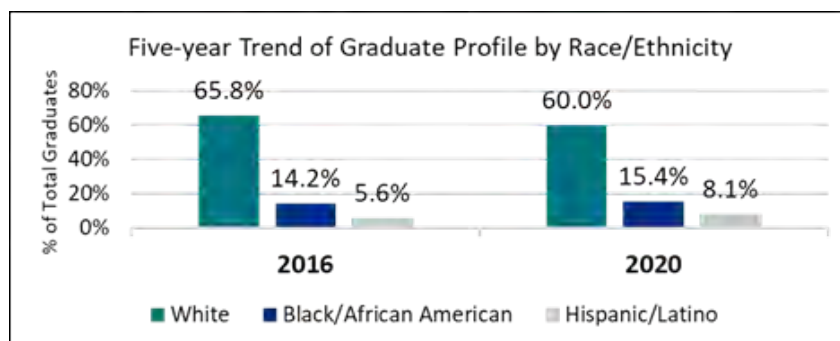
Engagement Matters: Pathways to Completion

In FY2020, Anne Arundel Community College (AACC) completed the last year of its strategic plan, *Engagement Matters: Pathways to Completion (2017-2020)*. The strategic plan included 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.

Initiatives in *Engagement Matters: Pathways to Completion* that focused on completion, including implementing fields of interests, advising by fields of interest, new onboarding and orientation, alternative measures for placement, student success courses, lowering textbook costs and the faculty referral system made an impact. Despite decreases in enrollment, the emphasis over the past five years on creating a culture of completion is being evidenced. While the number of students has decreased, the number of awards has remained constant, which means the percentage of students completing has increased.

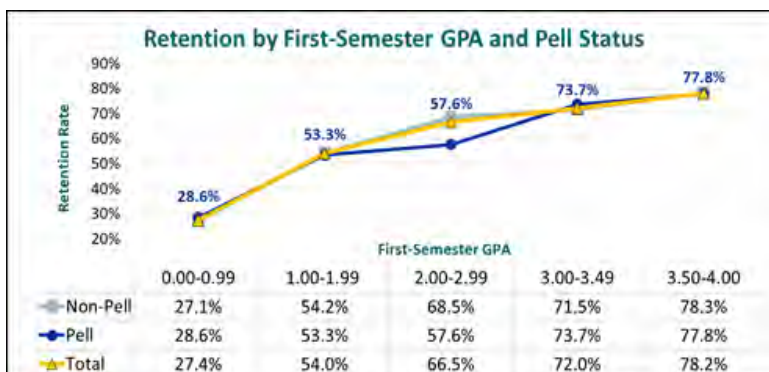


The majority of the 2020 graduates were female (61%, up 1.5% from 2019). Sixty percent of the 2020 graduates were White, 15% Black, and 8% Hispanic. Five years ago, in 2016, the percentage of graduates who were minority was 29%, compared to 35% in 2020. Hispanic students have increased from 5.6% to 8.1% of the total graduates over the past five years, the largest increase among all racial or ethnic groups. See the figure below for these distributions over time.



At AACC, the college analyzes student retention through the lenses of equity. Examining student success from a socioeconomic angle, AACC retains Pell-recipients at a similar rate as non-Pell recipients, particularly for the students with a cumulative GPA above 3.00. However,

further research needs to be conducted on the Pell-recipients with a cumulative GPA between 2.00 and 2.99. Strategies need to be developed and implemented to enhance course success for all students.



Faculty expertise and the classroom experience are paramount to understanding and successfully addressing equity gaps. As such, one of the targeted interventions under *Engagement Matters: Pathways to Completion* 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.

The college is making progress towards reducing course equity gaps but there is still work to do. The goal for FY21 is to increase course success rates by 2% for all students.

	Change in Pass Rate for African American Students	Equity Gap Change
BIO 101	+16%	Eradicated 19% closure
MATH 191	+13%	Narrowed by 13%
PSY 111	+4.0%	Narrowed by 4.0%
BPA 111	+11%	Eradicated 13% closure

COVID-19 in March 2020 forced higher education to pivot to online learning and delivery of student services. At the beginning of spring 2020, AACC offered sections by an array of delivery modes: face-to-face: 1,219, hybrid: 65, and online: 524.³

Thanks to the rapid response of faculty and staff, 1,219 credit lecture sections, labs, practicums that were originally planned as face-to-face as of March 30 were changed to distance learning. Course sections that began in the 13- and 15-week sessions were migrated to remote instruction mid-term. The following illustrates the magnitude of this modality change:

- The 1,219 face-to-face sections represent a total of 19,652 enrollment headcounts
- Of the 19,652 enrollment headcounts, 5,570 are unduplicated students;

³ Note: These numbers do not include cancellations, contracts, sections taught in high schools for high school students, or changes to sections after March 30.

- The unduplicated number of students (5,570) enrolled in at least one face-to-face section comprises 50% of our official spring 2020 unduplicated headcount (11,117 students).

To improve course outcomes and reduce equity gaps in the outcomes, the Division of Learning offered Resiliency Grants to faculty to create or enhance online courses for both synchronous and asynchronous sections. The goal is improvement towards standards of outcome alignment, accessibility, engagement and meeting Q-Car standards for excellence. Tutoring and support services were imbedded into the online courses as well.

This past year, a new strategic plan was developed through an oversight team that included leadership from every division and members of every constituency group. Many forums, both formal and informal, were held for the college community throughout the process, and significant input was received from the Administrative Staff Organization, the Professional and Support Staff Organization, The Faculty Organization, the Academic Forum, the Student Government Association and through surveys, where hundreds of employees, students and community members participated and provided input. All of the input received was considered in identifying the new strategic goals, with continued emphasis on eradicating achievement gaps across the college.

Additionally, AACC conducted a campus climate survey in 2019, which resulted in many recommendations for implementation. In order to address these concerns, the leadership of the college decided to incorporate the recommendations from the campus climate survey into the new strategic plan. The focus of the new plan is people – faculty, staff and students – and engagement, inclusion and belonging.

Despite the disruption in college operations due to the pandemic, the college was able to keep to its timeline of having the new plan in place for a July 1, 2020 launch. The college's new strategic plan, *Engagement Matters II: Excellence through Innovation (FY 2021 - FY 2024)* has three goals: (1) Entry and Engagement, (2) Progress and Growth and (3) Retention and Completion.

AACC has received national recognition for its implementation of the pathways paradigm. Now, the college seeks to be a national leader by focusing on people – faculty, staff and students. To do this, the strategic plan has an unwavering commitment to four objectives:

- Excellence – ensure that every interaction contributes to a high-quality education.
- Engagement – create an equitable culture of engagement where each member of the college community is committed to providing high-quality student and employee experiences.
- Innovation – innovate to ensure equity in college systems and practices to provide positive student and employee experiences.
- Resources – allocate resources in support of the college mission in responsible, sustainable, and equitable ways.

Each unit/department is responsible for developing two unit-level objectives for each objective, which will align with the strategic plan and two objectives will be assessed each year.

AACC will continue to be a national leader in equity, diversity and inclusion work. By spring 2021, clear definitions of terms related to equity, diversity and inclusion will be pervasive in the campus culture; there will be mandatory training for all; there will be an orderly review of

institutional policies with an antiracist lens; and equity data must inform institutional policies, practices, teaching and support. ⁴

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 over 41,000 students who will enroll both credit and noncredit classes. 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. The majority of AACC's student population attends part time, comprising 71.5 percent of enrolled credit students. Consistent with the national trend, the college's enrollment has been challenged. With COVID-19, there is uncertainty about how that may influence future enrollment as well.

The AACC System Enrollment Management Matrix (SEM²) charts the enrollment planning process with the objective to identify, devise and implement a plan that results in the increase in the number of traditional, non-traditional, and intergenerational students who apply and enroll at AACC. SEM² also provides best practices regarding enrollment management effectiveness for all students.

Pre-COVID, additional strategies were implemented this past year for recruitment. There was a concentrated effort between Learner Support Services and Strategic Communications, which focused on minority recruitment promotion. AACC worked with Anne Arundel County Boys and Girls Clubs to establish relationships and become part of their engagement activities. Outreach efforts also increased its outreach efforts to African American churches in the community.

COVID-19 significantly impacted the college's operations in the spring, and the messaging and recruitment focused on online learning. As the college converted all of its face-to-face classes to online, it was essential that faculty promote equity-minded practices in online education.

Online learning is not new to AACC; over 10,000 students enroll in spring and fall distance learning. However, there were faculty new to online learning. In order to improve competence in online learning faculty professional development encompassing the Q-CAR Standard on Inclusiveness and Equity for teaching practices in creating or updating an online course was recommended. The six principles include: (1) clear instructor communication that all students are important and equal partners in the education process; (2) respect for diversity; (3) valuing different life experiences and ways of knowing; (4) advocating high expectations for all students; (5) providing for accessible courses, ensuring inclusive practices regarding web design and online accessibility, providing for accommodations and ease in navigating course material; and (6) continue improvement of course design and instruction to enhance inclusivity and respect for diversity.

⁴ Framework partially adopted from the *Advancing Equity Assessment from the National Center for Inquiry and Improvement*.

All student support services were moved online including but not limited to advising, financial aid, counseling, disability support services and tutoring, and the college provides many resources for students during these uncertain times, such as loaner laptops, free shipping from the bookstore and food pantry deliveries.

Recruitment and retention efforts rely on outreach, relationships, engagement and community. Below are some of AACC's key programs that proven successful with those efforts.

Bridge to Success is a redesigned bridge program combining four previous bridge programs into one comprehensive program highlighting the signature components of First Year Experience, Adelante, and Summer Bridge with African American themes. In 2019, 30 students participated in Bridge to Success designed to ease the transition to college in an engaging and inclusive environment. The components included preparation for college level English and Math, introduction to academic expectations and strategies, connect with an affinity group, advisors, faculty, peer mentors and other new students. The retention yield fall to spring was 92%.

Student Achievement and Success Program (SASP) has served as a support and retention program designed to increase the academic success, retention, graduation and transfer of students who are traditionally underrepresented and underserved. Targeted students may be the first generation to attend college, low income, military-affiliated, and/or identify as minority students with a need for foundational coursework at the time of admission.. Services provided include a faculty led SASP tutoring lab including academic success coaching, laptop/textbook/calculator loan service, life skills and study strategy workshops, cultural activities and college visits. Informal interactions with faculty and staff include engagement coaching and academic monitoring. Incentive scholarships are also available. SASP students continue to be retained at higher rates than comparable groups and/or equal rates to the overall student population.

The Black Male Initiative is designed to address the needs and challenges that Black male students at AACC encounter. AACC has supported this initiative for the past 10 years. It aims to build community and connect students with support services and resources within the college and community. This opportunity also provides opportunities to connect with other Black male students and network with Black faculty, staff, and community members. Activities include an early arrival session, monthly round table forums, an annual BMI Summit, incentive scholarship, and leadership opportunities. The retention rate of those Black males who participate in BMI is higher than non-participants. Highlight events include:

- Maryland Community College Summit for Men of Color hosted by Montgomery College
- Monthly Brother to Brother discussions (topics include academic success, mental health, black masculinity)
- AASLE - African American Student Leadership Experience, Washington DC
- Annual Black Male Summit - keynote speaker livestreamed
- Zoom monthly check-ins

Military Veterans Resource Center (MVRC). AACC provides opportunities for over 600 military, veterans and their family members to achieve their academic, professional, and personal enrichment goals. The MVRC serves as the initial point of contact for prospective and returning military/veteran students and their family members. The MVRC provides a variety of services and resources to students including general college assistance from peer counselors, admissions, advising, enrollment and VA benefit assistance, college and community referrals, career services, and a food pantry.

To further assist military and veteran students, a Memorandum of Understanding is established with the Annapolis Vet Center to offer combat counseling services on campus. The MVRC space was renovated to provide an aesthetically appealing therapeutic quiet space as well as a study area. The center is staffed by student veterans who can respond to questions from military personnel and veterans. Additional recognitions and supports include:

- Annual Veterans Appreciation Month
- Institutional Professional Development for faculty/staff
 - Meeting the Military Learner
 - Supporting Disabled Veteran Students
- Dedicated Retention Advisor for Military-Affiliated students

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 develop outreach efforts by advertising in various national publications and journals for professional associations that are aimed at diverse populations.

The college advertises widely for its positions including diversity sites such as *Insight to Diversity*, *Diversity Jobs*, and directly with HBCUs and HSUs. HR also contracts with the Maryland Diversity (local job network) which posts the jobs to the state job bank, a network of local diversity websites and VET Connect, as well as their community and diversity outreach partners. The college also participates in minority and veteran job fairs.

AACC requires diverse search committees and each search committee member is trained and signs a confidentiality/agreement form. The college has an easy to follow Recruitment Guide to maintain consistency in the search process. Criteria/scoring grids are required related to the position description at each level of the search. HR uses affirmative action data to inform decisions on applicant pools and job advertisement are written with inclusive language.

Anne Arundel County Maryland has a population of 576,031 according to available metropolitan data⁵. Of this population 67.1% are White, 16.5% Black or African American, 4.1% Hispanic, 3.8% Asian, and 3.7% two or more.

As the table below shows, AACC is moving the needle toward parity with the demographic makeup of Anne Arundel County in overall employment. 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 (2015-2019)										
	2015		2016		2017		2018		2019	
	#	%	#	%	#	%	#	%	#	%
White	1,544	80%	1,523	79%	1,435	77%	1,399	77%	1,374	74%
Black/African American	254	13%	264	14%	259	14%	269	15%	289	16%
Hispanic/Latino	46	2%	42	2%	46	2%	51	3%	72	4%

⁵ <https://datausa.io/profile/geo/anne-arundel-county-md/>

Asian	65	3%	67	3%	66	4%	61	3%	67	4%
American Indian	5	<1%	5	<1%	<5	<1%	<5	<1%	7	<1%
Native Hawaiian	<5	<1%	<5	<1%	<5	<1%	<5	<1%	<5	<1%
Multi-Race	0	0%	0	0%	0	0%	0	0%	0	0%
Unreported	24	1%	33	2%	41	2%	37	2%	42	2%
Non-Resident Alien	0	0%	<5	<1%	<5	<1%	<5	<1%	6	<1%
Other*	94	5%	105	5%	107	6%	98	5%	122	6%
Total	1,939	100%	1,938	100%	1,857	100%	1,824	100%	1,858	100%

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

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 provide leadership and strategic direction in creating and nurturing a college climate that is welcoming, inclusive and respectful. The chief diversity officer 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.

Faculty and Staff Cultural Training Programs

The Office of Inclusion, Diversity, Equity, Access and Leadership (IDEAL) offered several in-person and online professional development opportunities. Many offerings are available for the entire campus community, others are customized to meet the needs of individual departments, teams, and/or to meet classroom needs.

Faculty/Staff Offerings:

- Diversity 101
- Understanding and Interrupting Unconscious
- Learning and Using Inclusive Language
- Fostering an Inclusive Classroom for Students with Disabilities
- Keeping It Real: Inclusion via Board Game
- Fall 2019 Martin Luther King Jr. Lecture featuring Ralikh Hayes
- Anne Arundel County Forum on Bias and Hate Crimes
- Exploring Race, Racial Identity, and Racism
- Anne Arundel Rainbow Network Trainings

Customized Sessions for Departments and/or Teams:

- Intercultural Development Inventory coaching for staff
- Identity & Diversity session for the College Transitions' staff
- Diversity & Equity Series for the Child Development Center's staff

- Training for the Office of Student Achievement & Success Programs (SASP)
 - Mentor Training
 - Unconscious Bias Training
 - How to Create a Culturally Inclusive Learning Environment

Webinar/Online Offerings:

- Inclusion Beyond Disciplines: Practical Strategies to Addressing Inclusion That Every Faculty Member Can Do
- Addressing Anti-Blackness on Campus: Implications for Educators and Institutions
- Addressing Racial Bias and Microaggressions in Online Environments
- Accessible and Low-cost Programs for Institution during COVID-19
- Asian Americans: The history of identity, contributions, and challenges experienced by Asian Americans
- Being Nice is Not Going to End Racism
- This is the Paradigm Shift that Could Stop Racism
- Bystander Intervention Training to stop anti-Asian/American and Xenophobic Harassment
- Equity Minded Student Service in the Online Environment
- Employing Equity-Minded & Culturally-Affirming Teaching Practices in Virtual Learning Communities
- Johns Hopkins University's Critical Race Theory
- One World Ideas x Action: Alicia Garza and Chris Jackson

Classroom Lectures/Collaborations

- The Race Card Project
- Social Justice Learning Community Presentations (three sessions)
- Unconscious Bias in Media/Communications
- U.S. Census College Summit
- Project Thirst – presentation for Presidents Opportunity Scholars

This year, the college selected the book *Blindspot: Hidden Biases of Good People* by Mahzarin R. Banaji and Anthony G. Greenwald and conducted book discussions to further delve into the book's concepts. The office's coordinator for inclusive excellence, in collaboration with a psychology professor, offered eight sessions throughout the spring semester.

Given the racial incidents and injustices highlighted by deaths of George Floyd, Breonna Taylor, Ahmaud Arbery and others, the chief diversity officer stated that AACC should be at the forefront of change for faculty, staff and students. Summer professional development opportunities on equity were created, a series entitled "Let's Talk about Race." The discussions were based upon the National Museum of African History and Culture's resources to facilitate conversations about race.

Curricular Initiatives that Promote Cultural Diversity in the Classroom

In the fall of 2019, the Model Course Project met for the fourth year and initiated a new cohort with a redesigned curriculum. The charge for the Model Course Project is to work on highly enrolled gatekeeper courses with low success rates and ensure they are infused with culturally responsive teaching practices. Culturally responsive Teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning (Ladson-Billings, 1994)⁶. Some of the characteristics of culturally responsive teaching are positive perspectives on parents and families and communication of high expectations.

⁶ Ladson-Billings, G. (1994). *The dreamkeepers*. San Francisco: Jossey-Bass Publishing Co.

Participants are required to attend monthly sessions on critical pedagogy and examine their own cultural self-awareness. The ultimate goal is to eradicate achievement gaps and support all students in achieving their educational goals. Ultimately the college will maintain a cadre of well-designed courses infused with equitable practices that include:

- Equal student success measures in all course delivery modalities: online, hybrid and face-to-face
- Ensuring course outcomes are mapped to activities and appropriately assessed..
- Create a common syllabus providing adjunct instructors a quality course shell that they could customize with their own activities.
- 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.

The Curriculum Transformation Project presented the annual Diversity Institute this year. The theme was “Equity and Diversity during a Pandemic.” This annual gathering of AACC faculty and staff, focused on improving equity and diversity on campus, invited participants lessons learned from their experiences transitioning to online environments, especially regarding equity and diversity. Topics for the institute included improving access, managing stress/trauma, creating online communities that model and teach affirming relationships, providing opportunities for students to learn from each other's lived experiences, personalizing the online environment to make students visible as individuals, cultivating stronger student-teacher relationships, practicing and promoting active listening online, incorporating culturally responsive teaching and assessing learning by balancing the need for rigor with an understanding of student constraints and challenges associated with the pandemic.

The eLearner Success Institute launched in May 2020. Over 430 faculty to date have participated in this Institute and a robust curriculum was developed out of concern for both student and faculty success due to COVID. This was created with an equity lens as underserved students have historically had an achievement gap with outcomes in online course success.

In addition to trainings and programs, faculty and staff events were organized on campus this past year including:

- “Lynching in Anne Arundel County & Maryland” - a public exhibit of racially motivated lynching in Anne Arundel County and Maryland at the Pascal Gallery, AACC, January 22-January 31, 2020 (part of the Black History Month).
- The (Hetero-)Sexist & Transphobia Wall Installment – faculty, staff and students at AACC were invited to contribute an image of (hetero-)sexism or/and transphobia with a short analysis and display them on the wall of the Careers Building to promote an awareness of those issues in each other’s culture. March 2020 (part of Women’s History Month).

Co-Curricular Programing for Students

In collaboration with internal and external partners, the Office of Student Engagement (OSE) encourages student learning and engagement through diverse co-curricular activities designed to help all students realize their full potential. A cornerstone of OSE services and programming

is to provide robust opportunities for students' social and cultural development. As such, OSE has implemented a number of co-curricular programming efforts designed to promote positive interactions and cultural awareness among students, faculty and staff.

AACC offers more than 80 student organizations, many of which emphasize cultural awareness and respond to the unique needs of traditionally underrepresented student populations. Throughout the academic year, the Office of Student Engagement partners with student clubs and organizations such as the Gay Straight Alliance, Korean Culture Club, Students Out to Destroy Assumptions, Japanese Language Club, and Student Veterans of America, to co-sponsor a variety of events, programming and activities. In addition, OSE provides mini-grants (up to \$500) to support faculty who wish to supplement in-class instruction with co-curricular programming, some of which builds cultural awareness among students. Large scale events and college wide-efforts include cultural event planning committees, such as the Black History Month Planning Committee, and International Education week activities.

In collaboration with Dr. Nicole Williams, Human Services department chair, the Student Achievement and Success Program (SASP) hosted the first "Sister to Sister Chat and Chew." The program was facilitated in a small group round table discussion style to create a safe environment. To address a well-known concern of SASP's target population, lunch was provided as both an incentive and a response to a prevalent need among our student population. The women (students, faculty, and staff) who attended the event were invited to discuss the topic "Handling Shade with Grace". The conversation aimed to help participants identify a common ground through sharing personal experiences of growth and difficulty interacting with other women.

The college celebrates cultural heritage and diversity awareness with several activities and professional development throughout the year. The following is a partial list for FY2020 (pre-COVID): the 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, Student Success (ACA 100) one credit course open to new and returning college students, Month, Black History Month, Dr. Martin Luther King, Jr Social Justice and Citizen Lecture Series, Social Justice Collaborative, and the Race Card project.

Section 4: Description of the one strategy that has proven most successful in increasing the diversity of faculty and staff of the campus, and what evidence demonstrates its success.

The college conducted an analysis of the search and hire process a few years ago. 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.

As a result of that pilot, the recruitment manual with updated procedures was completed in August 2019. In additional, enhancements were made to the mandatory training of search committee members and chairs, and in faculty searches, the hiring official was required to interview all finalists and conclude the search process with an offer to the most qualified candidate. Additionally, HR implemented a strategy of only allowing a search to move forward if the applicant pool was diverse. The data show that from 2018 to 2019, our minority new hires increased from 27% to 50%.

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

It is the policy of the AACC's Department of Public Safety and Police to bring the investigative, operation and support elements into quick action following any and all reported or observed incidents of racial, religious, ethnic, sexual orientation, disability, gender, gender identity, or homelessness hatred/bias.

The college has established a Bias Incident Response Team 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. The college recognizes that in order to build trust and mutual respect, it is essential to establish a partnership with the community that it serves.

The Bias Incident Response Team has a member from the Department of Public Safety and Police and Office of Inclusion, Diversity, Equity, Access and Leadership. If the incident involves a student, a member of the Office of Community Standards is involved as well. The Bias Response Team meets regularly. Incidents on campus are rare but do occur more frequently (off-campus property) in the county. Public Safety shares information with the Bias Response Team regarding hate/bias incidents that were reported to the Anne Arundel County Police to keep everyone informed. AACC's social media is monitored 24 hours a day, by the Office of Strategic Communications for inappropriate content or problematic messaging as well.

The college has multiple points of contact (phone, online, office visit) and connection for anyone that wishes to report any bias or hate incident on campus.

- Located on the bottom of every page on its website (www.aacc.edu) is a link to "Report an Incident": <https://www.aacc.edu/campus-safety/report-an-incident/>, which is available via computer, iPad or smartphone.
- To report a bias incident: <https://www.aacc.edu/about/diversity-and-inclusivity/> and the form is located here: https://cm.maxient.com/reportingform.php?AnneArundelCC&layout_id=8.
- Silent Witness: <https://webapps.aacc.edu/publicsafety/silentwitness.cfm>.
- Anyone experiencing or finding an issue on campus is encouraged to call or stop by the Public Safety Office, Office of Community Standards or the Office of Inclusion, Diversity, Equity, Access and Leadership to report any crimes or concerns.

The college is proud of the collaborative effort between the Department of Public Safety and Police, the Office of Inclusion, Diversity, Equity, Access and Leadership and the Office of Community Standards. In 2019, there were two biased incidents reported. Using established campus protocols, the events were investigated and assessed for need of campus communication, education and/or student judicial contact.



Summer 2020

Annual Cultural Diversity Report

2019-2020

Baltimore City Community College

Preface

Baltimore City Community College (BCCC) is committed to seeking academic excellence while striving continuously to be a welcoming, inclusive and diverse environment for all. The College community aspires to provide educational opportunities that embrace and support differences, all while fostering respect that extends beyond the classroom to all college spaces and to the local community. BCCC is intentional about supporting the learning environment so that students, faculty and staff are supported through challenges, accomplishments are celebrated, and perspectives of various groups of people are accepted. Being intentional about understanding differences makes members of our community able to engage in conversations spanning differences and commonalities.

About BCCC

BCCC meets students where they are through personal attention with the support of dedicated faculty and staff. In fiscal year (FY) 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 38 associate degree programs and 17 certifications in high-demand fields, affordable tuition and flexible classes scheduled to meet students' needs. Students receive a 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 literacy skills. BCCC welcomes students who want to enrich their lives through education and the pursuit of new skills.

Mission

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

Vision

BCCC 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 BCCC.

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.

Commitment to Diversity

BCCC 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 Core Values, Vision and Mission Statements. The goals are to recruit and retain more faculty and staff by enhancing recruiting strategies and 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.

In FY 2019, the College established the BCCC Diversity, Equity, and Inclusion Committee (DEI Committee) which 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

BCCC’s Plan to Improve Cultural Diversity

Strategic Goals

This Diversity, Equity, and Inclusion Plan incorporates transformational change at the College. The goals are:

Goal One: To cultivate and sustain a diverse and multicultural student body that is reflective of the global community by recruiting, retaining, and graduating ethnic minority students that are under-represented in higher education.

Goal Two: To integrate the principles of diversity, equity and inclusion into all aspects of College life.

Goal Three: To identify impediments to creating a diverse and inclusive environment, propose solutions to overcome those impediments, and measure progress at all levels of the College.

Goal Four: To ensure a variety of channels are utilized to attract and retain a diverse, qualified, and competitive applicant pool of faculty and staff.

Goal Five: To provide a supportive and nurturing learning environment to prepare students to collaborate with diverse communities in a culturally sensitive manner.

Table 1: Goals, Performance Indicators, and Strategies for Implementation

Goals	Performance Indicators	Strategies for Implementation
Goal One: To cultivate and sustain a diverse and multicultural student body that is reflective of the global community by recruiting, retaining, and graduating ethnic minority students that are under-represented in higher education.	<ul style="list-style-type: none"> Enrollment data 	<ul style="list-style-type: none"> Focused recruitment initiatives Student success and retention initiatives Community partnerships and collaborations
Goal Two: To integrate the principles of diversity, equity and inclusion into all aspects of College life.	<ul style="list-style-type: none"> Attitudes Assessment Intercultural Development Inventory 	<ul style="list-style-type: none"> Update and administer climate survey diversity-focused trainings, events and activities
Goal Three: To identify impediments to creating a diverse and inclusive environment, propose solutions to overcome those impediments, and measure progress at all levels of the College.	<ul style="list-style-type: none"> Institutional Capacity Assessment Tool “Equity” responses Survey Responses Regular Student, Faculty, and staff feedback 	<ul style="list-style-type: none"> Broad recruitment Retention efforts Professional development opportunities Continuous collection and analysis of data

<p>Goal Four: To ensure a variety of channels are utilized to attract and retain a diverse, qualified, and competitive applicant pool of faculty and staff.</p>	<ul style="list-style-type: none"> • Institutional data • Human Resources data 	<ul style="list-style-type: none"> • Enhance internal and external partnerships • Develop a cultural awareness “toolbox” (pending) • Sponsor professional development workshops
<p>Goal Five: To provide a supportive and nurturing learning environment to prepare students to collaborate with diverse communities in a culturally sensitive manner.</p>	<ul style="list-style-type: none"> • Institutional Capacity Assessment Tool “Equity” responses (HR) • Survey Responses • Regular Student, Faculty, and staff feedback 	<ul style="list-style-type: none"> • Cultural Diversity integration into the curriculum (Pre 100) • Host on-campus inclusive events • Enhance co-curricular activities

The five goals outlined above will be achieved by implementing cultural, environmental, and structural changes throughout the entire College community. The DEI committee, in conjunction with the President’s Cabinet will monitor these goals. The committee is comprised of broad representation spanning each of the divisions across the College. In FY 2020, the DEI Committee will meet regularly to monitor the progress of the strategic diversity goals of the College. Transforming the College is a shared responsibility. Accountability measures will be developed by the committee charged with overseeing the plan’s implementation.

Achievements in Diversity

The majority of the College’s executive leadership team has been in place for less than a year at this writing– the President, the Vice President of Academic Affairs, the Vice President of Student Affairs, the General Counsel and the Vice President, Institutional Effectiveness, Research and Planning, and the Mayor’s Scholar’s Program Director. The Vice Presidents of Workforce Development and Continuing Education and Advancement and Strategic Partnerships are the only executive leadership team members who have been at the College more than a year. It is important to note the breadth and the depth of diversity represents a span of race, ethnicity, gender, and age.

Over the past five years, BCCC has experienced changes in enrollment and increased diversity. Two of the subpopulations that the College has witnessed an increase in growth has been with dual enrollment and LatinX students. There has been a steady growth among LatinX students.

Students

In addition to tracking enrollment trends based on ethnic background as provided in Chart 1, the Office of Institutional Research (OIR) develops 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. Similar measures are included in the annual Performance Accountability Report OIR prepares and submits to MHEC annually. As tables 2 and 3 reflect, the numbers and proportions of Hispanic (LatinX) students have increased since Fall 2013.

Table 2: BCCC Fall 2013 – Fall 2019 Credit Student Enrollment Counts 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		Fall 2019	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
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%	198	4.0%
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%	43	0.9%
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%	353	7.2%
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%	3,979	81.1%
e. Asian Only	222	4.1%	180	3.4%	210	4.4%	242	5.5%	244	5.8%	180	4.0%	171	3.5%
f. American Indian Only	11	0.2%	0	0.0%	9	0.2%	5	0.1%	7	0.2%	9	0.2%	5	0.1%
g. Native Hawaiian/Pacific Islander Only	14	0.3%	2	0.0%	6	0.1%	5	0.1%	4	0.1%	2	0.0%	7	0.1%
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%	45	0.9%
i. Other/Unknown	118	2.2%	126	2.4%	103	2.2%	104	2.4%	106	2.5%	115	2.5%	108	2.2%
<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%	4,909	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 - April 2020

Table 3: BCCC Fall 2013 – Fall 2019 Credit Hispanic Student Enrollment

Baltimore City Community College Fall Credit Enrollment Distribution: Hispanic/Hispanic Multi-Race	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	#	% Change from Prior Fall	#	% Change from Prior Fall	#	% Change from Prior Fall	#	% Change from Prior Fall	#	% Change from Prior Fall	#	% Change from Prior Fall	#	% Change from Prior Fall
a. Hispanic or Hispanic Multi-race (Excluding White)	112		143	27.7%	124	-13.3%	116	-6.5%	103	-11.2%	158	53.4%	198	25.3%
b. Hispanic-and-White or Hispanic-and-White with Other Races	27		30	11.1%	31	3.3%	26	-16.1%	28	7.7%	32	14.3%	43	34.4%
c. Total Hispanic	139		173	24.5%	155	-10.4%	142	-8.4%	131	-7.7%	190	45.0%	241	26.8%
d. Total Fall Credit Headcount	5,371		5,269	-1.9%	4,726	-10.3%	4,409	-6.7%	4,188	-5.0%	4,523	8.0%	4,909	8.5%

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 - April 2020

OIR administers the Community College Survey of Student Engagement (CCSSE) to on-campus credit students, in class, every two years in the Spring semester. Due to the COVID-19 pandemic, the CCSSE was administered online for the first time. The Spring 2020 administration had 231 respondents. The results will be provided later this year by the Center for Community College Student Engagement. Highlights from the spring 2018 results (379 respondents) are provided below.

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.”

In Spring 2020, the College administered the Sexual Assault Campus Climate Survey to credit students and had 91 respondents. In terms of the characteristics of the respondents, distributions are similar to the general population of credit students for gender and age.

- 69.2% of the general population are female compared to 76.0% of the survey respondents.
- 40.3% of the general population are 30 years of age or more compared to 34.6% of the respondents.

There are differences in terms of attendance status (full-time versus part-time) and ethnic background as noted below.

- 32.2% of the general population are enrolled full-time versus 61.5% of the respondents.
- 80.7% of the general population are African American compared to 75.0% of the respondents; 8.2% of the general population are White compared to 17.3% of the respondents; and 4.2% indicated that they are Hispanic or Latino (only or multi-race) compared to 5.0% of the general population.

The results indicate that students feel valued and that faculty and staff are concerned about their welfare. The items for this section of the survey were modified from the prior years' versions and are noted as such when referencing results.

- 84.6% of respondents strongly agree or agree with the statement "I feel valued in the classroom/learning environment."
- A noteworthy improvement from the spring 2016 administration to the fall 2017 administration was the increase from 75.0% to 89.8% of respondents indicating their agreement with the statement "BCCC employees are genuinely concerned about the welfare of students." In spring 2020, the statement was broken into two categories with the following results.
 - 83.0% strongly agree or agree with the statement "I think faculty are genuinely concerned about the welfare of students".
 - 62.5% strongly agree or agree with the statement "I think administrators are genuinely concerned about my welfare."
- 76.5% of respondents agreed that "I am happy to be at this college". (New item)

Through these efforts, BCCC demonstrated an increase in successful enrollment and retention of students from all backgrounds, including first-generation students and populations of students historically underrepresented at the College.

Efforts to Increase Representation of Traditionally Underrepresented Groups

Students

Over the past five years, BCCC has experienced changes in enrollment across the aforementioned subpopulations. While there has been a decrease in students who have identified as veterans or military, the College has witnessed progressive and steady growth among LatinX students. The following describes specific initiatives and strategies BCCC has integrated to improve student enrollment that has a focus on diversity and inclusion.

LatinX

LatinX college students are the fastest growing population in the United States. However, when compared to other ethnicities, educational attainment for this group falls short. BCCC, like many other institutions in the country, has created focused efforts to target this special population to support degree attainment and to further educational opportunities. LatinX students may include, but are not limited to: Hispanic students, students who disclose/self-report that they are members of the LatinX community, students who qualify for DACA, members of communities that identify as Spanish speaking, Dreamers, ESOL, and students who need English Language services. The percentage of the Hispanic /Latino population at Baltimore City Public Schools is 13.5% for 2019/2020 school year.

Veterans and Military Students

BCCC supports veterans, service members, and military families by offering educational opportunities for them to continuously enhance their existing skillsets. This subpopulation of students includes active duty, National Guard, Reservists, Veterans (prior military service), dependents spouses or children, and survivors. BCCC supports veterans and military personnel enrolled at the institution with several initiatives, such as a dedicated Veteran certifying official on campus, one-on-one assistance, counseling services through Student Support and Wellness, and dedicated priority registration.

International Students

More than 85 countries are represented at BCCC among students, faculty, and staff. The College assesses the needs of international

students, providing thorough information on immigration regulations and procedures to advise international students effectively, orient students to the policies and expectations of the institution, its culture, and the U.S. educational system. On an annual basis, BCCC sponsors workshops on travel, graduation and transfer, employment, and New International Student Orientation. In the fall of 2019, the College established membership in the Maryland International Education Consortium to increase the college's international presence and to better maximize the resources of partnering with the consortium. This membership helps to increase the institution's exposure to international communities. BCCC also engages this subpopulation of students by hosting weekly club meetings and co-sponsoring cultural activities for students.

The Mayor's Scholars Program

This program has demonstrated its impact on FTEs, significantly increasing the number of first time, full time students, almost entirely from Baltimore City Public Schools. The enrollment target of 250 students has been exceeded for the past two years. Retention for MSP (Fall-to-Fall 43%) has surpassed the 37% Fall-to-Fall retention rate for the College's Pell-eligible and developmental student populations. Experience with Cohorts I and II has allowed the institution to identify and address challenges and pilot new programs. Looking forward, MSP will continue to serve as an important conduit for BCCC recruitment and student success. Partnering with Baltimore City's Mayor's Office, Baltimore City Public Schools, and organizations such as YouthWorks, We are CASA and the CollegeBound Foundation will help to secure BCCC's position as Baltimore areas community college of choice. The new administration is committed to strengthening the program as BCCC continues on a path to achieve its full potential.

The Mayor's Scholars Program (MSP) has been an exemplary program, advancing the College's dedication to an inclusive educational experience. From its inception, it has been structured to meet the College's strategic goal to increase diversity of the student population and meet the diverse needs of this population. The program was created in coordination with the Mayor's Office of Baltimore City, to guarantee a free college education to all graduating high school seniors from Baltimore City Public Schools. The College has done the following through the program:

- Partnered with a local immigrant rights group, We Are CASA, which helped cover student expenses during the summer bridge program. This assistance aided some undocumented students who could not file the traditional FAFSA application.
- Maintaining bilingual recruiters (Spanish-speaking) to work with students and families in both English and Spanish, also bilingual in Spanish. All three bilingual staff would reach out to students in high school during the application process in the spring semesters.
- Held Spanish-language information and orientation sessions at off-site locations convenient to the LatinX community.
- Had bilingual staff work with students attending ESL classes. Spanish-language interpreters were assigned.
- Provided Kosher food for Jewish youth leaders participating in the summer bridge program.
- Selected Summer Bridge Student Ambassadors representative of the diversity of students- along racial, ethnic, gender, religious, and multilingual lines. The ambassadors, chosen from among cohort 1 students, mentored cohort 2 students with advising, orientation and college resources.

Administrative Staff and Faculty

The Office of Human Resources is dedicated to maintaining strategic partnerships with College leaders to attract, develop, and retain a qualified and diverse workforce that fosters an environment to support our students, mission, and vision. Services are provided in the areas of Recruitment/Talent Acquisition, Benefits, Classification and Compensation, Professional Development and Training, and Labor Relations.

BCCC is an Equal Opportunity Employer and Affirmative Action employer that does not discriminate on the grounds of race, color, gender, religion, age, sex, sexual orientation, national or ethnic origin, physical or mental disability, pregnancy, Genetic Information (GINA), marital status, veteran status, or any protected class prohibited by law. BCCC is committed to diversity and inclusion and seeks to foster positive human relations among all individuals and groups within the community.

BCCC is committed to diversity and inclusion and seeks to foster positive human relations among all individuals and groups in addition to faculty, staff and job applicants through non-discrimination in its employment practices within the community. This

applies to all terms and conditions of employment, including recruitment, hiring, promotions, transfers, reassignments, training, career development, benefits and separation.

To deter overt discrimination, Human Resources will help faculty and staff to become aware of and to recognize more covert and subtle forms of discrimination through educational programs and remove institutional barriers to equality. All members of the college community are expected to abide by Non-Discrimination Policy, city, State and federal requirements. Persons charged with a violation of this policy, if substantiated, may be subject to disciplinary action, including discharge, in addition to the penalties imposed under State and federal law.

Efforts Designed to Create Positive Interactions and Cultural Awareness

Students

The student body of BCCC play a large role in the efforts to provide cultural diversity within the College. There are several active student clubs and organizations established that highlight diversity on campus such as:

- Anthropology and Sociology Club
- Ascenders Club
- B.R.O.S. (Brothers, Respectful, Organized and Successful)
- International Students Club
- LatinX Uni2 Club
- Veterans Club
- The Student Government Association

Under the direction of the Office of Student Life and Engagement, clubs and organizations participate in and sponsor activities that promote diversity and inclusion for the entire campus—faculty, staff, and students.

Programming and Activities

The following is a list of some of the FY 2020 College efforts to create positive interactions and cultural awareness among the BCCC Community

Table 4: Programs and Activities

August 2019	
Voter Registration	Voter Registration was held on the Liberty Campus during Welcome Week in partnership with the League of Women Voters of Baltimore.
“Speak About It”	This program was a performance about Consent, Boundaries & Healthy Relationships. The program co-sponsored with the Offices of Student Support and Wellness Services, Judicial Affairs and Title IX, the Student Government Association and the Office of Student Life and Engagement.
September 2019	
Hispanic Heritage Month Program	The Latinx Uni2 Student Club sponsored an Hispanic Heritage Month program with a program of dance, music, food and fun.
Annual Health and Wellness Fair	With more than 17 organizations in attendance, the fair was held on campus to address a diverse range of students, faculty, and staff on health and wellness. Health screenings included blood pressure measurements and HIV/STD testing.
Parade of Latino Nations	The Latinx Uni2 Student Club represented BCCC at Baltimore’s First Parade of Latino Nations. The event consisted of over 40 folkloric groups, marching bands, carnival bands, cultural associations, businesses, and local schools.
October 2019	

“I Stand with Immigrants” Program	The fourth annual “I Stand with Immigrants College & University Day of Action” took place at campuses across the country showcasing their support for immigrants. The emphasis was on Deferred Action for Childhood Arrivals (DACA) recipients in their community who face uncertain futures. This was BCCC’s second year participating in the event. It was sponsored by the LatinX Uni2 Student Club
Male Students of Color Summit	The Office of Student Life and Engagement in conjunction with the B.R.O.S. Club and the Granville T. Woods Scholars Club sponsored a trip to the Male Summit of Color at Montgomery College’s Germantown Campus. The summit focused on topics and activities designed to educate, equip, and enlighten male students of color to effectively increase college and career success.
November 2019	
Veterans Appreciation	The Office of Student Life and Engagement, Admissions Office, and the Student Government Association recognized the veterans on campus for Veteran’s Day.
International Education Week	The Admissions, Office of Student Life and Engagement and the International Students Club celebrated International Education Week with a weeklong of events.
December 2019	
World Aids Day	In recognition of World Aids Day, the Office of Student Life and Engagement sponsored an HIV information event in the Student Atrium which included HIV testing. Members of SGA supported the event through the “HIV Question Game” and encouraging in HIV testing.
LatinX Uni2 Holiday Celebration	The LatinX Uni2 student club community came together to celebrate the conclusion of another semester and the upcoming holiday season of 2019. Members reminisced about the past year’s events, changes, and future activities they would be interested in hosting. Attendees were asked to contribute a dish of food or dessert which resulted in a mix of different Latin American/American dishes.
January 2020	
Martin Luther King Jr. Day of Service	Every year, on the last Friday of Welcome Week, a service project is completed by BCCC students and staff in recognition of Martin Luther King, Jr. Day. This year there were two service projects: 1) Reading to the students in the Clarence Blount Child Development Center throughout the day; and 2) Working the lunch shift at the “Our Daily Bread Hot Meal Program”. Members of the SGA, Computer Aid Drafting and Design Club, International Students Club, and Phi Theta Kappa participated.
February 2020	
Negro League Baseball Display	The Office of Student Life and Engagement and the Alumni Association presented a display of memorabilia on the history of the Negro Baseball League. Special guest was Negro Baseball League Player Luther Atkinson of the Satchel Paige All-Stars.
National Black HIV/AIDS Awareness Day	In recognition of this important day, representatives from Hidden Gardens Park West Health System provided information and free HIV/AIDS testing.
Black History Living Museum	The Office of Student Life and Engagement sponsored a Black History Living Museum in the Student Atrium. Members of the SGA and clubs and organizations participated as actors in the educational event. Visitors got an opportunity to learn about important members of the African American community that are lesser known. The historical figures portrayed were as follows: Alice Coachman-

	Davis, Dontae Winslow, Willie Hobbs Moore, Claudette Colvin, Richard Antoine White, Marsai Martin, Brea Baker Esther McCready and Mark Dean.
	March 2020
	Programming impacted by the COVID 19 Pandemic
	April 2020
	Programming impacted by the COVID 19 Pandemic
	May 2020
	Programming impacted by the COVID 19 Pandemic

Co-Curricular Programming

In addition to the extracurricular programming that took place over the last year, faculty staff and students also participated in co-curricular activities at BCCC that included:

- **Trip to Washington, DC** -- The Anthropology and Sociology Club and History Clubs went to Washington, DC to visit the National Museum of the American Indian and the Museum of American History with BCCC Professors.
- **Earth Day** - In recognition of the 50th Anniversary of Earth Day, the Office of Student Life and Engagement hosted a virtual Earth Day celebration for the entire family with Exploratorium. The online link was provided so that everyone could join the program hosted by scientists and professionals from across the country.
- **NASA Goddard Space Flight Center tour** -- The Mathematics, Engineering and Robotics Club took a trip to NASA Goddard Space Flight Center for facility tour.

Curricular Initiatives

In addition to some of the activities noted above, some of the curricular initiatives that BCCC has adopted to promote cultural diversity in the classroom takes place in a course that all students are required to take as a part of every curriculum. Preparation for Academic Achievement (Pre-100) is designed to provide all first-year, full and part-time degree and/or certificate-seeking students with an introduction to student and academic services offered at BCCC. The course incorporates a module on diversity and accessibility. The module largely covers students and faculty interactions in terms of cultural equity and sensitivity. Another particularly noteworthy program is Nursing. Within cultural awareness and sensitivity is embedded within and throughout the program. This concept is specifically addressed in the Nursing Fundamentals course.

Administrative Staff and Faculty

During the Spring and Summer semesters of 2019, BCCC offered numerous sessions of Safe Spaces training to all faculty and staff. This engagement was extremely well attended, with a robust, interactive crowd. Safe Spaces will ensure that employees are sensitive to all the nuances in our culture today as it relates to Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex and Asexual (LGBTQIA) communities. BCCC's Office of Human Resources regularly sponsors Safe Spaces workshops for faculty and staff. The sessions are designed to be both interactive and informational. Faculty and administrative staff learn to better identify and avoid macroaggressions and other intentional or unintentional speech or actions. One of the objectives of this training is to have faculty and staff leave with and apply a greater sense of cultural competence.

Increasing the Diversity of Faculty and Staff

The most successful proven strategy for increasing diversity of faculty and staff of the campus has been the integration of purposeful improvements within Human Resources. Diversity and inclusion is integrated throughout the infrastructure of Human Resources from the posting of job announcements to hiring and professional development. 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.

Table 5: BCCC Professional Development Offerings: Diversity, Equity, and Inclusion

Safe Spaces	This workshop ensures that participants 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 reviews best practices in interfacing with the community, and attendees learn to better identify and avoid intentional or unintentional speech or actions that may cause offense.
Stereotypes & Microaggressions	This workshop raises 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, is introduced and discussed. Strategies to avoid microaggressions are reviewed.
Diversity & Inclusion	This workshop stresses 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 is 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.
Generational Issues	This workshop examines the different generations that make up our community and work force. Attendees learn about the different generations, their unique needs and wants, and how to best interface with them. Dynamics among the different generations in society are reviewed and discussed.
Diversity on Campus	This workshop is comparable to the Diversity & Inclusion session, but it focuses more on campus life. Attendees 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 is an underlying theme.
Conflict Resolution	This workshop focuses 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 equips 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 2019 are provided in Charts 6 and 7. The proportions of faculty and staff remained relatively stable from fall 2018 to fall 2019, with a slight increase from 1.0% Hispanic employees to 1.6%.

Table 6: BCCC Fall 2019 Full-Time Faculty and Staff Gender and Ethnic Background Counts

Baltimore City Community College								
Fall 2019 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	47	0	10	29	7	0	1	0
Women	59	0	13	44	2	0	0	0
<i>Total</i>	106	0	23	73	9	0	1	0
Administrators								
Men	22	0	2	18	2	0	0	0
Women	34	2	9	22	0	1	0	0
<i>Total</i>	56	2	11	40	2	1	0	0
Other Professional Staff								
Men	38	2	15	18	2	1	0	0
Women	72	2	12	54	4	0	0	0
<i>Total</i>	110	4	27	72	6	1	0	0
Support Staff								
Men	34	0	5	29	0	0	0	0
Women	60	0	4	55	0	1	0	0
<i>Total</i>	94	0	9	84	0	1	0	0
All Full-Time Employees	366	6	70	269	17	3	1	0

Source: Fall 2019 BCCC Employee Data System file prepared for the Maryland Higher Education Commission.
BCCC Office of Institutional Research - April 2020

Table 7: BCCC Fall 2019 Full-Time Faculty and Staff Gender and Ethnic Background Distribution

Baltimore City Community College								
Distribution of Fall 2019 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	12.8%	0.0%	2.7%	7.9%	1.9%	0.0%	0.3%	0.0%
Women	16.1%	0.0%	3.6%	12.0%	0.5%	0.0%	0.0%	0.0%
<i>Total</i>	29.0%	0.0%	6.3%	19.9%	2.5%	0.0%	0.3%	0.0%
Administrators								
Men	6.0%	0.0%	0.5%	4.9%	0.5%	0.0%	0.0%	0.0%
Women	9.3%	0.5%	2.5%	6.0%	0.0%	0.3%	0.0%	0.0%
<i>Total</i>	15.3%	0.5%	3.0%	10.9%	0.5%	0.3%	0.0%	0.0%
Other Professional Staff								
Men	10.4%	0.5%	4.1%	4.9%	0.5%	0.3%	0.0%	0.0%
Women	19.7%	0.5%	3.3%	14.8%	1.1%	0.0%	0.0%	0.0%
<i>Total</i>	30.1%	1.1%	7.4%	19.7%	1.6%	0.3%	0.0%	0.0%
Support Staff								
Men	9.3%	0.0%	1.4%	7.9%	0.0%	0.0%	0.0%	0.0%
Women	16.4%	0.0%	1.1%	15.0%	0.0%	0.3%	0.0%	0.0%
<i>Total</i>	25.7%	0.0%	2.5%	23.0%	0.0%	0.3%	0.0%	0.0%
All Full-Time Employees	100.0%	1.6%	19.1%	73.5%	4.6%	0.8%	0.3%	0.0%

Source: Fall 2019 BCCC Employee Data System file prepared for the Maryland Higher Education Commission. Percentages use all full-time employees as denominator. BCCC Office of Institutional Research - April 2020

Future Initiatives

- For FY2021, administer the Intercultural Development Inventory (IDI) to all committee members as a tool to understand BCCC's baseline data for cultural competence;
- The Maryland Equity & Inclusion Leadership Program (MEILP) is now accepting applications for the 2021 class. Members of the DEI committee will be strongly encouraged to participate in this excellent training opportunity;
- Participation in the annual Diversity Institute, sponsored by Anne Arundel Community College, which addresses multicultural curriculum development;
- Consider options, including grant opportunities, to perform a comprehensive climate survey; and
- For FY2021, have a member of Human Resources trained on and certified in administering the IDI assessment.

Campus Process for Reporting a Hate-Based Crime

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).

BCCC (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 Office for Public Safety 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 Office for Public Safety receives and responds to reports of bias incidents that have been experienced or witnessed. Reports will be reviewed in a timely manner. 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 Office for Public Safety information on an individual's experience at BCCC. These reports help The Office for Public Safety 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 Office for Public Safety can have. Every effort will be made to keep your report confidential. However, the members of Public Safety, 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.

Conclusion

BCCC embraces its position in embracing all people. The belief that a diverse faculty, staff and student body enriches all members of the BCCC community. The Cabinet along with the DEI Committee drives the goals and activities for the College. The College's support for the Committee reflects the institution's commitment to an inclusive, safe, and diverse environment where honest discussion drives positive change of diversity, equity and inclusion. The Committee will assess the campus climate for diversity, identify underrepresented or under-served groups, enact programs or support services to enhance these groups' experiences at BCCC and assess the effectiveness of the programs and services offered. The Committee will always be guided by the Board of Trustees, Cabinet, and leadership of the institution to sustain a welcoming environment for everyone to learn and to work.

**Carroll Community College
Cultural Diversity Annual Report
Submitted to the Maryland Higher Education Commission**

Fiscal Year 2020

Carroll Community College continues to reinforce and expand its commitment to diversity, equity, and inclusion. This report outlines the progress that has been made during FY2020.

Notably, the College has made two important commitments for FY2021: hire a full-time diversity officer and conduct a comprehensive diversity audit. These efforts will support and inform progress moving forward.

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

Goals

Carroll Community College maintains an institutional goal to "foster campus and civic engagement and a sense of belonging, by providing a safe learning environment that models respect, acceptance, inclusion, and empathy towards diverse ways of thinking and being." 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 College's five-year strategic plan, Compass 2025, guides resource allocation, decision making, and action, with a focus on five key institutional priorities. One of these priorities is to "prepare students for diverse work environments and a dynamic, connected global community." The initiative directs a variety of efforts across the institution.

The Diversity, Inclusion, and Equity Action Plan, adopted in 2018, further details the College's related work; the plan was updated in 2020 to reflect progress and emerging needs. Included are tasks supporting student learning and co-curricular experiences, expanding professional learning opportunities for all employees, and assessing the work and workload required to meet established diversity, equity, and inclusion (DEI) goals.

Diversity and inclusion are components of the College's General Education goals and requirements, with numerous courses incorporating learning experiences 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 incorporates themes or topics related to cultural difference, groups that have been historically marginalized, or intellectual movements that address systems of injustice. Graduates in Associate of Arts degree programs must complete two diversity-designated courses.

Areas of emphasis

The Diversity and Inclusion Committee partnered with various campus departments to expand professional learning related to topics of diversity, equity, and inclusion for all employees. Targeted professional development sessions were also offered to specific groups, including the Executive Team, faculty, search committee chairs, and administrative associates who work directly with students.

Members of the Diversity and Inclusion Steering Team worked collaboratively to complete a literature review of DEI best practices related to student learning, employee recruitment and development, and organizational change. An executive summary of findings was shared with College leadership; the research has begun to inform the efforts of various departments.

During FY2020, academic leaders continued to collect and review data on the impact of curricular reforms in General Education courses, as well as transitional English Composition and Mathematics sequences.

Strategies for implementation

Diversity-related tasks are tied to annual College strategic initiatives, embedding this work in a concrete way into both institutional practice and ongoing evaluation.

The Diversity and Inclusion Committee is a recommending body to the President and Executive Team as well as a working committee. The Associate Provost of Assessment and Institutional Research serves as the liaison to the Executive Team.

The Diversity and Inclusion Steering Team has taken on a critical role in responding to requests from College leadership. Steering Team members also have authority within their areas to implement policy and other changes, decentralizing DEI work and further embedding it into the regular work of the College.

Diversity and Inclusion Committee membership includes representation from across academic disciplines as well as from key functional units and committees on campus, such as Student Life, Human Resources, Continuing Education and Training, and Marketing, and the General Education and Instructional Quality committees. This provides an additional level at which related activities are implemented.

The faculty Coordinator of Diversity Initiatives continues to lead the implementation of the College's plan for cultural diversity among faculty and serves as co-chair of the Diversity and Inclusion Committee. Beginning in Fall 2020, additional hours will be allocated to that role as well as to another faculty member to expand efforts while the search for a full-time diversity officer is conducted.

Evaluation

The College has begun the process for engaging an external organization to assist in conducting a diversity audit during FY2021.

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 Office of Institutional Research regularly provides relevant data to the Diversity and Inclusion Committee as well as campus leaders and governing bodies; data are used to evaluate success and identify areas for improvement.

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 utilizes recruitment and hiring practices with the potential to increase the diversity of candidate pools.

Located in a county with a population with a 90.9% White population, the standard benchmark has been to ensure that both student and employee demographics mirror that of the community in terms of racial and ethnic diversity. Outreach to - and support of - students from other groups that are traditionally underrepresented in higher education are also priorities. This includes low-income, first-generation, and non-traditional aged students (including veterans).

Efforts to increase employees' skills and knowledge related to specific barriers faced by people from underrepresented groups were a significant focus in FY2020.

Students

As reported on the 2020 Performance Accountability Report (line 10c), in July 2018, 10% of the population in the service area was comprised of people of color. During Fall 2019, students of color made up 17.4% of credit enrollment (line 10a); this was an increase of 20% over Fall 2018.

Non-credit courses also saw a similar increase, with 19.4% of enrollment comprised of students of color (line 10b); this was an increase of over 28% in that same one-year period.

Key efforts to increase numerical representation of traditionally underrepresented groups have focused on removing or mitigating the effects of barriers resulting from both systemic oppression as well as those that may emerge during a student's time at the College and deter student progress and success.

Recruitment efforts have focused on expansion of on-site dual enrollment at local high schools, changes to placement requirements, and promoting available financial aid and scholarships.

Retention efforts include curricular reforms that reduce the amount of time spent completing developmental coursework, ongoing financial support (including availability of a food pantry), and the campus-wide use of a comprehensive student support system used to identify at-risk students and provide support through targeted interventions. The role of the Director of Student Care and Integrity has been expanded to help students in crisis. Additionally, a "First in My Family" initiative was launched in Fall 2019 to support first-generation students. This effort will expand in FY2021, offering additional programming and scholarships. While these modifications support the success of all students, research shows an outsized benefit for students from historically underrepresented groups.

Continuing Education and Training continues to expand financial support for non-credit students: connecting them with the local American Job Center for job training assistance, administering funds through Maryland the Workforce Sequence Scholarships, and providing need-based scholarships for summer youth camps. The Adult Education program supports program completers in their transition to further education and training. The non-credit personal enrichment area has increased diversity-related programming, including new courses on civic engagement, history, and world view classes.

As COVID-19 impacted our local area, campus resources were marshaled to respond specifically to student needs caused by the pandemic and both pre-existing and resulting disparities. As campus operations and instruction were abruptly transitioned to a remote format, the College recognized the unique challenges for students who rely on campus computer labs and internet access. To ensure students' success, the College loaned laptops and hotspots to 88 students who lacked one or both. Science lab kits were procured and provided to all summer and fall students free of charge. All student services, including mental health referrals, help for those struggling academically or emotionally, and for those students who needed Disability Support Services, were transitioned to an online format.

The College quickly established a protocol for distributing CARES Act money. Five hundred and twenty-three students whose finances were negatively affected by the pandemic received \$700 payments. An Emergency Fund was established through the College Foundation Office for students struggling to pay for classes as a result of the pandemic. The College food pantry

continued to operate during the campus closure, distributing nearly 5,000 pounds of food between April and July.

In addition, Continuing Education and Training increased language support for Adult Education English learners to facilitate their transition to remote learning. Temporary full-fund scholarships for small business trainings were offered to support new businesses; many recipients have been women-owned entities.

Administrative Staff and Faculty

Employment numbers are relatively low and, as a result, a single hire or departure has a significant impact on the percentage reported on the Performance Accountability Report.

As of June 2020, the full-time faculty numbered 83. As reported on the 2020 Performance Accountability Report (line 11), the percentage of full-time faculty of color increased from 2018 to 2019, from 9.2% to 14.9%.

Percent change for full-time administrative and professional staff of color is also somewhat volatile due to low numbers; total employment in that category was 103 as of June 2020. As reported on the Performance Accountability Report (line 12), this decreased from 8.0% in Fall 2018 to 6.4% in Fall 2019.

Key efforts to increase numerical representation of traditionally underrepresented groups have focused on posting openings to higher education job boards outside of the local area as well as those targeted at diverse candidates. While numbers have increased, there is no evidence tying this increase to those efforts.

The College is in the midst of redesigning onboarding for all new employees. This has included reviewing hiring processes and all associated forms. Best practices are being established to guide search committees and hiring supervisors; this includes requiring implicit bias training for all search committee chairs. New hires complete mandatory Diversity Awareness Training as part of their orientation; this will be expanded as the revised onboarding process is finalized.

Best practice research has also revealed an opportunity to support retention of employees from traditionally underrepresented groups by creating employee resource groups. This will be a priority in FY2021.

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 activities are selected based on student interest, curriculum requirements, and current and historically significant events. This year, efforts were made to increase offerings that more deeply examined systems of oppression and injustice.

As events and activities are planned, various stakeholders are engaged to foster the program's success. As an example, activities and displays about the Black Lives Matter movement were planned for Black History Month. The planning involved faculty, staff, administration, and campus police and established broad support for the activities while helping those involved to develop more nuanced understanding of the movement from multiple perspectives. This model of deliberate planning can be applied to other events, embedding learning and relationship-building opportunities into the creation as well as the execution of the activity.

The potential for additional learning has been tied to changes to College practice or structure: as chosen names and pronouns were systematized, workshops about LGBTQ+ issues and questions were developed and resources provided. As restroom facilities on campus have been updated to provide gender-neutral spaces, further conversations about transgender and gender non-conforming people have emerged. The participation of faculty, staff, and administration has been important to both increasing collective understanding and also to demonstrating the need for ongoing learning.

Faculty/staff training

Significant investment was made in increasing substantive employee learning opportunities this year. College leadership, including the Board of Trustees, has taken an active role in attending these sessions.

Required training sessions took a variety of formats, with topics tailored to various groups as appropriate. Implicit bias training has been required of all search committee chairs; sessions were conducted throughout the year. Further sessions on belongingness and bandwidth were presented to faculty, Student Affairs staff, and Continuing Education and Training staff; over 50 faculty and staff completed Safe Zone training. All employees were required to participate in the presentation of *Factuality*, a "90 minute crash course on structural inequality in America."

Feedback on presentations frequently provides ideas for topics for future sessions, as was the case for several open professional learning sessions, including film screenings and a presentation on redlining. Allowing programming to be somewhat organic has created opportunities for it to also be responsive to the interests and questions of the campus audience. When feasible, activities are open to both students and employees, allowing our small institution to maximize offerings.

The Intercultural Teaching and Learning Fellows program has developed as a community of practice; Cohort III was named in June 2020. Not only do participants commit to their own learning, they have also provided key support for professional learning on campus, presenting workshops for employees and students and engaging their expanded network to serve as a resource for the College. Fellows have also served an important role in providing resources to the campus community in response to ensuring equitable access and outcomes during remote

learning, as well as to the social unrest resulting from police brutality, developing and disseminating resources to various constituencies.

Curricular initiatives

The General Education Committee developed descriptive sub-categories for diversity-designated courses in order to make transparent to students their focus and significance; definitions will be finalized and approved in Fall 2020. The group has also begun to refine the process by which new diversity-designated courses are approved and determine a process for reviewing data and effectiveness of approved courses. New courses in social justice and exploring rap music were approved, further expanding options for students.

Changes to developmental courses have yielded promising results. Initial review of data related to the accelerated transitional English sequence (ALP) shows that success rates in credit-bearing English 101 (ENGL-101) are better for students who take the co-requisite ALP course than those who enrolled in the transitional English course(s) prior to taking ENGL-101, particularly for new freshmen who take English composition in the Fall semester.

Initial data related to the accelerated transitional mathematic sequence for students in a non-Calculus pathway, launched at Carroll in Fall 2018, shows success rates for the new MAT-095 course are equivalent to those for the previous transitional courses in terms of grades, persistence, and GPA, and students who continue to a 100-level math course do just as well as those who completed the course sequence previously required. Students benefit from less time spent in developmental coursework and are well-prepared for credit-bearing geometry, statistics, and college mathematics courses.

Members of the Diversity and Inclusion Committee and the Intercultural Teaching and Learning Fellows program continue to curate and share resources both campus-wide and within their specific departments. This peer-to-peer sharing of targeted pedagogy and content-specific information has provided additional learning about culturally relevant pedagogy for many faculty members; this has been generally well-received.

Co-curricular programming

Offerings throughout the year include a blend of facilitated film screenings, speakers, and campus panelists, as well as more passive programming via bulletin boards and other displays.

Overwhelmingly, programming that is tied to classes and supports students' curricular learning has been the most successful in terms of participation. This connection also allows for follow-up conversations and activities, as students process and apply their learning. Much like employee development topics, programming for students is also driven by feedback and questions that emerge during sessions.

Student clubs and organizations also serve as a way for students with similar backgrounds and identities to gather and support one another while developing leadership skills. The Pride Alliance Club and Latinx Club were active throughout the year. A chapter of Active Minds also works on campus to provide programming and support to reduce the stigma of mental illness.

Continuing Education and Training continues to explore intersections between their classes and credit-focused co-curricular programming, promoting events to lifelong learning students when appropriate.

Section Four: Highlighting a strategy proven successful in increasing diversity of faculty and staff

Several improvements to the hiring process have been undertaken in recent years; in concert, these seem to have had a positive impact on diversifying both the pool of candidates as well as who is hired.

Leveraging technology has been key: online postings and applications are more widely accessible and interviewing via video conference software is more frequently utilized to reduce the need for travel for candidates who are not local. Newly-implemented software can allow the redaction of candidate names from key parts of the application; full implementation of this is being explored.

Training efforts have also focused on improving the skills and awareness of those involved in the hiring process. Mandatory implicit bias training for all search chairs was implemented this year; Human Resources is evaluating how to implement standardized interview questions to assess diversity and cultural competence.

As noted above, efforts to advertise job openings more broadly - and also in a more targeted way - have become standard. Data collection to determine which efforts have had significant impact will be reviewed.

The College will continue to explore related best practices and looks forward to the learning from peer colleges about the strategies they have employed.

Conclusion

The pace of change and understanding related to DEI topics continues to accelerate globally, nationally, and locally - particularly among incoming students. In response, Carroll Community College has increased efforts to develop and enhance both human and physical resources to support all students' success in this evolving environment.

Appendix I

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

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

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

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

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

During FY2020, there were no reported hate-based crimes at Carroll Community College.

Carroll Community College - Diversity, Equity and Inclusion Action Plan FY2021

Carroll Community College maintains a mission 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 planning and activities at all levels and across departments and divisions.

The plan presented here aligns with Compass 2025, the College's strategic planning document which guides resource allocation and decision making. While Compass 2025 includes one initiative specifically related to diversity and global citizenship, diversity, equity and inclusion (DEI) tasks are nested under four of the five priorities.

DEI work at Carroll Community College is led by a seven-member Diversity and Inclusion Steering Team. Members of the steering team represent key areas of responsibility and expertise on the campus.

Recent efforts have involved looking outside the institution to identify best practices related to DEI that might be adapted and implemented at Carroll, while also looking inside the institution for available data and existing resources to set and accomplish goals. Further, a significant focus in the past years has been on expanding professional learning opportunities for faculty and staff; this effort continues and expands in the plan for FY 2021.

Approved by Carroll Community College Board of Trustees
April 15, 2020

CCC Strategic Priority I: Student Success - Provide an empowering educational experience to support students from initial contact through completion of their educational goals.

Task	Intended Outcome	Responsible
I-A. Increase student retention, especially those who are underrepresented.	Close the retention gap for marginalized groups.	Dr. April Herring
II-B. Examine all aspects of CCC student experience to ensure inclusivity.	Identify areas of strength and areas for improvement related to DEI.	Dr. Kristie Crumley and Jen Milam

CCC Strategic Priority III: Diversity and Global Citizenship - Prepare students for diverse work environments and a dynamic, connected global community.

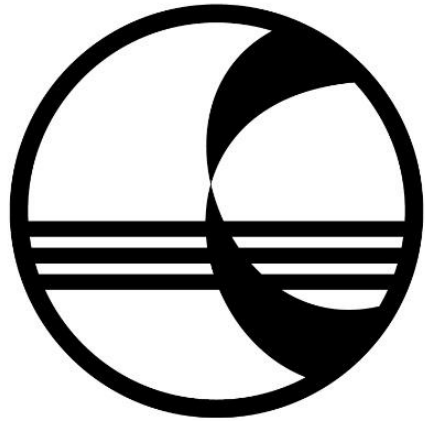
Task	Intended Outcome	Responsible
III-A. Offer dedicated training to faculty who design and teach diversity-designated General Education courses.	Increase expertise of faculty teaching diversity-designated courses.	Dr. Michelle Kloss and Becki Maurio
III-B. Provide co-curricular opportunities for students, incorporating programming that complements coursework, as well as stand-alone programs.	Develop and implement programming in collaboration with various departments each semester.	Becki Maurio and Jen Milam
III-C. Identify and implement ways to engage non-credit students in DEI programming.	CET students participate in programming.	Kathy Mayan

CCC Strategic Priority IV: Institutional Excellence - Assess institutional effectiveness and act on the results to ensure academic rigor, program impact, continuous improvement, and institutional advancement.

Task	Intended Outcome	Responsible
IV-A. Explore options for a campus diversity audit to identify areas of improvement.	Identify areas of strength and areas for improvement related to DEI. Present recommendations to Executive Team.	Diversity and Inclusion Steering Team
IV-B. Revise Diversity and Inclusion Committee structure and leadership.	Create a position description, expectations and term limit membership criteria for committee members. Determine appropriate leadership structure for the committee.	Diversity and Inclusion Steering Team

CCC Strategic Priority V: Resource Management - Garner and shepherd resources to accomplish the College's mission and vision, attract and retain a diverse, highly skilled faculty and staff, and ensure student, faculty, staff, and visitor safety.

Task	Intended Outcome	Responsible
V-A. Evaluate staffing and workload related to DEI activities.	Determine feasibility of expanding staffing dedicated to DEI.	Diversity and Inclusion Steering Team, College Executive Team
V-B. Provide face-to-face, on-campus training opportunities for employees at all levels throughout the year.	All employees participate in one DEI-related professional development session during the year	Diversity and Inclusion Steering Team
V-C. Implement implicit bias training for all search committee chairs and new academic division chairs and directors.	All key personnel with hiring responsibility are trained in implicit bias.	Lisa Kuhn
V-D. Continue to support Intercultural Teaching and Learning Fellows Program.	The Fellows share and apply what they learn to create a more equitable environment by integrating principles and practices into their work, training colleagues and/or interacting with students.	Becki Maurio



CECIL COLLEGE

**Maryland Higher Education Commission (MHEC)
2020 Cultural Diversity Plan**

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 reviewed and assessed annually by an internal college-wide committee. The CDP is also reviewed by the Multicultural Student Services Advisory Board (MSSAAB) and by the College's Board of Trustees, prior to submission to the Maryland Higher Education Commission (MHEC).

Internal College-Wide Committee:

Deans of Academic Programs	Admissions Department	Student Life Team
Inclusivity Collaborative	Elkton Station Enrichment Committee	Student Leaders

I. Institutional Plan to Improve Cultural Diversity

The Cultural Diversity Plan (CDP) is aligned with the Cecil College 2015-2021 Strategic Plan, which focuses on student academic achievement and completion, fostering a dynamic learning environment, stimulating resource development that prompts student success, and expanding community alliances.

The CDP articulates goals designed to strengthen diversity and inclusion on campus. These include increasing college access and success, providing professional development opportunities that enrich faculty and staff understanding, and generating growth in fund development activities to support student scholarships. This report summarizes the progress and accomplishments made over the past academic year and outlines plans for improvement.

Major goals

Continue targeted recruitment strategies for underrepresented students through Cecil County Public Schools (CCPS), Advancement Via Individual Determination (AVID) Programs in both Maryland and Delaware, athletic programs, and community organizations:

- Identify students, faculty and staff of color who are willing to attend recruitment events and speak with prospective students
- Direct mail high school juniors and seniors information regarding scholarship opportunities for underrepresented students
- Share information on monthly cultural events and clubs and organizations with local k-12 schools
- Update Cecil.edu website to reflect information on Academic Scholarships, Academic Support Services and other services offered for underrepresented students
- Continue to work with Marketing to update/create promotional materials for recruitment of underrepresented students

Continue retention strategies for underrepresented students through:

- Collect additional qualitative and quantitative data on the underrepresented students who did not return for the 2019-2020 year
- Create a Welcome Event for underrepresented students
- Increase participation in Peer-to-Peer mentoring program
- Increase student attendance at leadership conferences and events including the annual Male Students of Color Summit
- Continue collaborations with faculty for increased student attendance to cultural events
- Collaborate with Academic Programs to identify opportunities to embed awareness on diversity, equity, inclusivity, and social justice in all programs and through a variety of courses
- Strengthen partnerships with athletic coaches for increased student mentorships and academic support
- Create leadership awards and celebration events for underrepresented students

Progress toward recruitment and retention goals will be evaluated throughout the year on a quarterly basis and at the submission of the next report.

II. Efforts to Increase Numerical Representation of Traditionally Underrepresented Groups

Efforts to Recruit Underrepresented Students

Faculty and representatives from Admissions, Advising, Records and Registration, Financial Aid, Student Life, Veterans Services, and the Foundation have collaborated to provide outreach opportunities and recruitment events for underrepresented students. Some efforts include, but are not limited to:

- Hosting diversity recruitment days with local and regional high schools
- Collaborating with middle and high schools and their Advancement Via Individual Determination (AVID) programs to host events on campus and in Cecil County Public Schools (AVID is currently offered at Elkton Middle School, Cherry Hill Middle School, and Elkton High School)
- Providing opportunities for Boys and Girls Club to visit campus
- Attending local community events such as community festivals, pride marches, and fairs to conduct outreach with nontraditional, prospective students
- Providing Financial Aid Information Nights and Free Application for Federal Student Aid (FAFSA) Completion Workshops at all Cecil County Public High Schools

Recruitment Events for Underrepresented Students in 2019/2020:

- Boys & Girls Club Tour Day (8/9/2019)
 - Students heard messages from the College President, the Coordinator of Student Diversity and Inclusivity, and an African American History professor on the importance of a college education and the affordability of and programs at Cecil College
- Cecil County Public Schools Counselors Breakfast (10/30/2019)
 - CCPS school counselors and Cecil College staff shared updates and discussed ways to connect high school students with the College
 - The Coordinator of Student Diversity & Inclusion and College Registrar spoke about the Maryland Dream Act as a way to enroll eligible undocumented students at Cecil College
 - The Director of Financial Aid presented on the Maryland Promise Grant
- High School College Application Days (10/21 & 10/22, 2019)
 - Cecil College staff met with students to provide assistance with the application process, financial aid, and other important info about the College
 - The Coordinator of Student Diversity & Inclusivity spoke to small groups of undecided students about the importance of furthering their education past high school through Cecil's Associate's Degrees and Certificate Programs
- College for a Day (11/19/2019)
 - New program attended by 25 prospective students and 12 parents
 - Coordinator of Student Diversity and Inclusivity facilitated a Hispanic Heritage Jeopardy Game with students and parents as part of a Student Life activity
 - Scope of learning varied, but two prevailing responses were the interactions with the faculty and being able to participate in the Student Life event
 - 92% of participants stated they planned to enroll at Cecil College
- NACA Freedom and Democracy Academy High School Student Visit to Cecil (2/19/2020)
 - An inner city Baltimore High School with a high percentage of underrepresented students visited campus
 - Coordinator of Student Diversity & Inclusivity and the College's Registrar presented on access and success
- Nursing Honor Society Presentation for Boys & Girls Club (Spring 2020)
 - The Cecil Students Honor Society created and provided a presentation to the Boys and Girls Club on a career in nursing and other health care areas this past spring for their honor society project

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

	2015	2016	2017	2018	2019	2019 % from total	Cecil County
American Indian or Alaska Native	12	6	8	7	6	.25%	.04%
Asian	36	28	29	35	34	1.4%	1.5%
Black or African American	241	274	240	201	184	7.7%	7.2%
Hispanics of any race	138	163	153	148	135	5.6%	4.6%
Native Hawaiian or Other Pacific Islander	0	3	3	3	3	.12%	.10%
Nonresident Alien	14	16	13	11	34	1.4%	-
Race and Ethnicity unknown	29	25	32	30	26	1%	.50%
Two or more races	85	101	110	121	138	5.8%	2.4%
White	2036	1996	1880	1835	1817	76.4%	88.5%
Grand Total	2591	2612	2468	2391	2377		
% of nonwhite students	21.4%	23.6%	23.8%	23.3%	23.5%	23.7%	

Table 1 shows a decrease in overall student enrollment in almost all groups from 2018 to 2019. The percentage of non-white students increased from 2015 to 2016 and has remained flat since. These data also show a slightly higher percent at the College than in Cecil County in underrepresented student populations (July 1, 2019 Estimates: <https://www.census.gov/quickfacts/cecilcountymaryland>).

Efforts to Retain Underrepresented Students

The College is making continuous efforts to engage and retain underrepresented students. The College is committed to supporting underrepresented students by having a full-time Coordinator of Student Diversity and Inclusivity. The Coordinator regularly collaborates with faculty, staff and various College committees to identify, design and implement appropriate resources for underrepresented students. Within the past year, many Cecil students were able to benefit from these collaborative efforts.

- **Peer-to-Peer Mentoring Program**

In 2019-2020, the College launched a Peer-to-Peer mentoring program for students of color. The Coordinator of Student Diversity and Inclusivity has served as the lead for planning and implementing the program. Mentees include new and returning students of color who were on academic warning or probation. Students were sent personalized emails and letters inviting them to participate in the program. Interested students were matched with a student mentor. Mentors were selected based on academic performance and a formal application process including a personal interview with the Coordinator of Student Diversity and Inclusivity. The mentees attended programs and events that focused on the following four topics: navigating campus departments and asking questions, being acquainted with technology, attending student success workshop, and campus engagement. Additionally, student mentees met on a regular basis with their mentor to gain academic skill sets, learn how to manage and acclimate to campus and finally gain insight on how to be successful at Cecil as an underrepresented student on campus.

The fall semester began with four mentors and six mentees. All mentors and mentees were African American or Hispanic. For the 2020/2021 academic year the College is expanding the mentoring program to include all students on academic and financial aid probation.

- **Student Success Workshops**

Along with the Peer-to-Peer Mentoring Program, Student Success Workshops were offered during the fall and

spring semesters. Topics included Time Management Skills, Understanding a Syllabus, Breaking Down the Grade with a Math Professor, Understanding Satisfactory Academic Progress, Learning Memory Tips, Financial Literacy with the Aberdeen Proving Ground Federal Credit Union (APGFCU), Q&A's with High Achieving Students, and How to Cope with Test Anxiety. The Advising Office, Career Services Office and Disability & Support Services facilitated additional workshops such as Degree Pathways, Resume Writing and Mental Health.

Attendance to the workshops increased from the fall to the spring semester due to incentives given at each workshop as well as at the end of each month. Attendance in the Mental Health Workshops was especially large due to faculty offering extra credit in some of their related courses. The grand prize for attendance was a Chromebook and the winner was an African American Video Productions student. He attended six workshops and met a high-achieving Veteran student (of Asian/Pacific Island background) at one of the workshops. He also made a connection with an African American professor on the same day. He learned about work-study opportunities, and how to connect with other faculty. Paraphrasing on behalf of the student, he indicated he really needed a laptop and was very excited to use it, especially because he could use Photoshop for some of his art classes.

- **African-American Credit Union Coalition (AACUC) Summer Internship**

In 2019-2020, the College began a partnership with the Aberdeen Proving Ground Federal Credit Union (APGFCU) for a student summer internship program with their AACUC. After an initial invitation, six students expressed interest in the program. Of those six, three submitted their applications for review (two African American, one Latina). These students received help with the application process. All three applicants were interviewed for the summer internship, but unfortunately, due to Covid-19 all internships were cancelled for this summer. The AACUC has agreed to continue this partnership with Cecil College for future internships as soon as they become available.

- **Leadership Conferences and Events**

During the 2019-2020 academic year, many underrepresented students attended various leadership conferences and leadership events. In September, one African American student attended the West Chester University Latina/o Communities Conference. As a social work student, he appreciated learning about social issues that affect the Latinx communities in the area. In October, three African American students attended the Male Students of Color Conference at Montgomery Community College. These students took advantage of various motivational workshops. In November, eight students (five African American, one Latinx, one American Indian and one White) attended the National Association for the Advancement of Colored People (NAACP) Banquet. These students heard messages from local prominent African American leaders.

Also in November, five African American students attended the Multicultural Student Services Advisory Board quarterly meeting. Included in the group was the first recipient of the C. Laney Hoxter Memorial Scholarship. Mrs. Laney Hoxter was one of the initial founders of the MSSAB committee. Also in attendance was the President of the Multicultural Student Union (MSU), the President of the Veterans Club, and a member of the Cecil's International Affinity Organization (CIAO).

In February, seven students (four African American, one Latinx, two white) attended the Community College Student Advocacy Day in Annapolis, where they advocated for community college students across the state. In March, two African American students attended the Alpha Phi Alpha Fraternity Inc. Scholarship Banquet. These two students are the recipients of The Donald J. Waldon Memorial Scholarship and receive a tuition and book scholarship as part of an agreement between the Fraternity and Cecil College. All students who attended these conferences and leadership events always returned to campus feeling motivated to continue in their studies and future careers and wanting to give back to Cecil and their communities. One of the goals for 2020-2021 is to

continue to increase student attendance at these and other leadership events for underrepresented students.

- **Work Study Opportunities**

Through the Office of Student Life reorganization during the past year, several underrepresented students benefited from various work-study opportunities. These students learned many soft skills that will enable them to be marketable in the future. They participated in the Peer-to-Peer mentoring program, designed posters for cultural events, and collaborated on cultural displays throughout the campus.

- **Additional Scholarships for Students of Color**

In the past year, two students received scholarships from the Eva M. Muse Memorial Scholarship in the amounts of \$1600 and \$1000 towards their tuition. This Scholarship was and continues to be funded by members of the MSSAB. In the spring semester, a student with Deferred Action for Childhood Arrivals (DACA) status contacted the Coordinator of Student Diversity and Inclusivity in dire need of funding for a math book. Together with the Cecil College Foundation, the student was awarded a scholarship to pay for his math books to allow him to continue with his spring classes.

Table 2 shows an increase in retention of full-time degree seeking African American students and students with two or more races from 2018 to 2019. There has been a decrease in retention of full-time Hispanic students of any race from 2018 to 2019. The College is aware of this decrease and will develop a plan with the Student Success Committee to identify possible reasons for the decline in enrollment.

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

	2017			2018			2019		
	Ret	Cohort	Ret Rate	Ret	Cohort	Ret Rate	Ret	Cohort	Ret Rate
American Indian or Alaska Native	0	0	-	0	0	-	0	1	-
Asian	3	3	100%	4	4	100%	5	5	100%
Black or African American	9	20	45.0%	11	22	50%	14	26	54%
Hispanics of any race	16	27	59.3%	15	26	58%	6	15	40%
Native Hawaiian or Other Pacific Islander	0	1	-	0	1	-	0	0	-
Nonresident Alien	1	4	25.0%	1	4	25%	1	2	50%
Two or more races	11	20	55.0%	13	22	59%	13	20	65%
White	118	179	65.9%	137	201	68%	135	233	58%
Chose Not to Indicate	1	1	100%	1	2	50%	0	2	-
Grand Total	159	255	62.4%	182	282	65%	174	304	57%

Recruitment and Retention of Diverse Faculty and Staff

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.

In December 2019, the College updated the Recruitment and Hiring Policy. The policy states “Human Resources is responsible for ensuring that recruitment and hiring is conducted from diverse pools of qualified candidates consistent with college policy concerning non-discrimination, equal employment opportunity and affirmative action”. Additionally the policy outlines, “Positions will be advertised on local and/or national external websites, including advertisement sources, and sent to list serves that will provide a diverse applicant pool.” All search committee members are asked and expected to review the Recruitment and Hiring Policy prior to reviewing resumes.

In February 2020, The College updated its Affirmative Action Policy to include the following, “Cecil College takes proactive steps to diversify applicant pools, develop internal talent among underrepresented groups, and provide a culture of inclusion. The Office of Human Resources regularly reviews its hiring, development, and promotional practices and results to assess the success of its affirmative action efforts and determine if changes are necessary.”

III. Efforts to Create Positive Interactions and Cultural Awareness

Cecil College is committed to fostering a campus climate that embraces diversity and inclusivity. In 2019/2020, the Coordinator of Student Diversity and Inclusivity hosted monthly cultural events and in collaboration with various departments:

- Hispanic Heritage Month (September/October)
 - Keynote Speaker, Chair of the Delaware Hispanic Commission on issues affecting the Hispanic community in Delaware
- Native American Heritage Celebration (November)
 - Keynote Speaker, Managing Director of the Iron Hill Museum on the History of the Lenape Peoples
- National Coming Out Day (November)
 - Showed the movie “Saturday Church” about the family struggles of a transgender teenager and had a discussion after the film
 - Coordinated with Ally Club and English Professor Dr. Clarence Orsi
- Holidays Around the World (December)
 - Decorated Student Life Office with a variety of books, posters and decorations from various holidays
 - Offered snacks including Mexican breads and cookies from a local bakery
- Spring Veterans’ Orientation (January)
 - Open to student veterans, their spouses, dependents, and reserves
 - Coordinated by President of Veterans Club, Director of Career Services, Director of Student Life, and Financial Aid/Veteran’s Benefits Certifying Officials
- African American/Black History Month (February)
 - Rev. Martin Luther King Jr. Celebration
 - Keynote speaker, Cheryl Renée Gooch, PhD., on her book *Hinsonville’s Heroes: Black Civil War Soldiers of Southern Chester County*
 - Poetry readings
- Irish American Heritage (March)
 - Showed the film “Ireland’s Great Hunger and the Irish Diaspora” and had a discussion after the film
 - Provided lunch and snacks
- Ally Trainings (March)
 - The Coordinator of Disability and Support Services provided Ally training to Nursing students focusing on health and mental health issues in the LGBTQ+ population (November)
 - Ally training for faculty & staff offered by Ally Trainer, English Professor Dr. Clarence Orsi (March)
- Women’s History Month (April)
 - In-person event was cancelled due to Covid-19

- Keynote speaker lined up, Erika Quesenbery Sturgill, Director of Economic Development of Havre De Grace on “Local Women of Influence”
- Library featured the film *On The Basis of Sex* about the life of Supreme Court Justice Ruth Bader Ginsburg for everyone to watch from home (due to Covid-19).
- Asian American & Pacific Islanders (May)
 - Awareness about Asian American and Pacific Islanders was provided through social media and weekly newsletters to all students, faculty, and staff
- How to Work with Students with Disabilities
 - The Office of Disability and Support Services offers monthly workshops for faculty

Faculty and Staff Cultural Training Programs

The College offers a variety of online and in-person trainings to create positive interactions and cultural awareness among faculty and staff. All faculty and staff are required to complete online training sessions and submit a professional development plan as part of their performance evaluations. Safe Colleges is the training tool the College uses for compliance training and policy acknowledgements. The following is a list of the College policies and trainings as they pertain to cultural awareness:

- Affirmative Action Policy
- Discrimination Awareness in the Workplace
- Diversity Awareness: Staff-to-Staff
- Employee Conduct Policy
- General Ethics in the Workplace
- Non-Discrimination and Harassment Policy
- Employee Conduct Policy
- Making Campus Safe for LGBTQ+ Students
- Making Schools Safe and Inclusive for Transgender Students
- Reporting of Wrongful Conduct and Whistleblower Protection Policy

Curricular Initiatives that Promote Cultural Diversity in the Classroom

Faculty are encouraged to attend campus cultural events with their students and to tie content, whenever possible, to classroom lessons. Some programs and courses incorporate cultural diversity as part of their curriculum and some faculty make additional efforts to include diversity as part of the overall course of learning. In Chemistry courses for example, one faculty member observes national heritage each month by sharing profiles of scientists from underrepresented groups in her classes.

The Nursing and Health Care programs incorporate cultural diversity throughout their programs of study. Nursing students work with diverse groups of patients in a variety of health care settings that have psychological and physical challenges. This past year, they added an experience for the health care careers students to participate in a communications externship with Chesapeake Care Resources, Inc. Their mission is "to provide quality services that enhance and improve life for individuals who have a disability."

The Humanities 101 course uses the book *Born A Crime* by Trevor Noah as its common reader. This gives students the perspective of someone growing up under apartheid in South Africa. In addition, one of the course’s learning objectives is “to demonstrate an understanding and practice of academic citizenship, cultural literacy, cyber citizenship, global citizenship, and civic engagement.”

The course also includes:

- Discussion on the meaning of cultural literacy
- How cultural literacy applies to the common reader

- Students watch Adichie's TED talk on "The Danger of a Single Story"
- There are discussions on immigration and what citizenship means in the USA
- The video "Biology of Skin Color" is viewed to better understand the science behind skin color

In the Psychology 101 course, cultural diversity is a topic that is discussed multiple times. For example, students study the history of intelligence testing as it relates to race, the impact of social economic status and race on multiple behaviors, and cultural competency with regards to research and therapy intervention. Additionally, there is a whole week dedicated to social psychology where students spend time discussing stereotypes, prejudice, and racism. The class talks about the historical context, as well as how this manifests in social behavior. Some of these topics are broached using structured dialogue prompts. In the social psychology lesson, students write a reflection on their own behavior/beliefs as they connect to issues around race. The class then engages in activities like the privilege walk and others that look at biases/prejudices. After this, they go back to their reflections and add what they learned about themselves in the activities.

In Psychology 201, cultural diversity is a consistent topic as it applies to human development. The class discusses cultural and racial identity formation, students integrate models where community and race are key components of understanding development (Bronfenbrenner's social-ecological model) and they talk about how culture and race relate to everything from nutrition and health to topics like teen pregnancy.

Sociology 105, Perspectives in Human Diversity introduces the concepts of diversity consciousness, recognizing and overcoming diversity barriers, and identifying and appreciating cultural differences. Ethical and practical considerations are integrated through the use of case studies, projects, and reaction papers. The course places emphasis on the needs for cultural sensitivity and diversity related issues throughout the entire course.

The American Literature course (EGL 206) surveys American literature from its beginnings to the Civil War and to the present. Through readings, class discussions, and lectures, the students discover the ways in which writers projected their sense of the meaning of the developing American experience. Social and intellectual backgrounds receive special emphasis. Students reflect on literature from Native American, African American and Latinx writers, among others. English Composition (EGL 101 and 102) teaches students the skills necessary to read college-level texts critically and to write effective, persuasive, thesis-driven essays for various audiences with diverse perspectives in their writing.

Co-Curricular Programming for Students

Cecil faculty and staff formed The Inclusivity Collaborative. This interest group meets regularly and suggests events and programming that support a healthy campus climate. In 2019, they conducted a survey of students in their classes related to campus climate and shared the results with faculty and administrators of Academic Programs and Student Services. Based on the results from the student survey, The Inclusivity Collaborative created a co-curricular speaker series around topics related to the election process titled "Decision 2020."

- **Decision 2020 Fall and Spring Series**
 - **Making Informed Choices**
 - Dr. Jim Morgan, Associate Professor of Computer Science presented on "Cyber Threats: Undermining Our Democracy"
 - Jon Cone, Assistant Professor of Visual Communications, "Image Manipulation: Deep Fake Videos and the Threat to Democracy"
 - Dr. Clarence Orsi, Associate Professor of English, "News Media: Political Ideology, Bias and the Search for the Truth"
 - Dr. Meredith Lutz Stehl, Professor of Sociology and Psychology, "Psychological Adaptation: Turning Our Beliefs into 'Truths'"
 - **Climate Change**

- J. Andrew Dickenson, Professor of Performing Arts, “Tragic Overture: Music for Climate Change”
- Dr. Ebony Roper, Associate Professor of Chemistry “Scientific Agreement in Climate Change”
- Alison Bailey, Adjunct Instructor of Botany, “Climate Change and the Local Impact on Aquatic and Terrestrial Plants”
- Dr. Daraius Irani, Vice President of Strategic Partnerships and Applied Research at Towson University, “The Economic Impact of Climate Change”
- **Immigration Forum** was cancelled due to Covid-19 but below is a list of the presenters
 - Lindsey E. Sweet, Immigration Lawyer on “Current Immigration Laws in the U.S.”
 - John Kelleher, History Professor on “History of Immigration in the U.S.”
 - Mayra R. Castillo, Coordinator of Student Diversity and Inclusivity “My Immigration Story”
 - Dr. Tim Gindlin from The University of Maryland Baltimore County on “The Economics of Migration”

IV. Strategy to Increase Diversity of Faculty & Staff

Human Resources continues to review data on the College’s applicant tracking system, JobScore, to evaluate diversity outreach and efforts during the hiring process. As noted on the job application when a candidate applies, Job Score enables member companies to comply with government Equal Employment Opportunity/Affirmative Action reporting regulations. Applicants are requested (but not required) to complete this personal data. This information is used solely for government reporting purposes and is not used as selection criteria. Human Resources is able to analyze percentages of candidates applying, along with the advertisement source. This allows Human Resources to evaluate the success of their recruitment efforts to ensure recruitment of traditionally underrepresented groups.

Additionally, applicants see the following non-discrimination statement when they apply for a position, “Non-Discrimination Statement: We are committed to ensuring equal opportunity and non-discrimination in all hiring and employment practices. Cecil College will not discriminate against any individual by reason of race, color, national origin, ancestry, age, religion, disability, sex, sexual orientation, gender identity and expression, genetic status, genetic information, veteran status or any other status protected by federal, state or local law.”

Tables 3 and 4 show the employee classifications ethnicity from 2019 and 2020. African American administrative professional and classified staff decreased slightly while the overall number of whites slightly increased.

Table 3: Employee Classifications by Ethnicity - 2020

2020 Ethnicity	Administrative Professional	Classified Staff	Faculty	Grand Total	% of Total
American Indian or Alaska Native	0	0	0	0	0%
Asian	0	1	1	2	1.05%
Black or African American	7	1	5	13	6.81%
Hispanics of any race	4	1	3	8	4.19%
White	73	50	45	168	87.96%
Grand Total	84	53	54	191	
Minority % by Category	13.10%	5.66%	16.67%	12.04%	100.00%

Table 4: 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%	100%

V. Process for Reporting Hate-Based Crimes

Cecil College strives to maintain a welcoming and safe environment for all community members and visitors. It is expected that all students, faculty, staff, and guests behave in a respectful manner both inside and outside the classroom.

Code of Student Conduct and Student Grievance Procedure

The College maintains a Code of Student Conduct that outlines behaviors that are prohibited on campus or during Cecil College sponsored events. These behaviors include knowingly or recklessly causing harm or threatening to cause harm to any person, harassment or intimidation, sexual misconduct or sexual harassment, dating violence, domestic violence, sexual assault and stalking. The process for reporting violations of the Code of Student Conduct is published on the College’s web site and reviewed with students at New Student Orientation. The College also has a Student Grievance Policy and Procedure that outlines how students may report concerns or complaints about interactions with college faculty, staff, and students and the process whereby those issues are considered and resolved in a timely and fair manner.

Non-Discrimination and Harassment Policy

Cecil College also adheres to a Non-Discrimination and Harassment Policy. It reads, “It is the policy of Cecil College not to discriminate against any individual by reason of race, color, sex, marital status, citizenship, national or ethnic origin, age, religion, sexual orientation, or disability (which can be reasonably accommodated without undue hardship) in the admission and treatment of students, educational programs and activities, scholarship and loan programs, recruitment, hiring or promotion of faculty and staff, or with conditions of employment, in accordance with and to the extent required by law.” The Director of Human Resources is available to assist College employees and students in answering questions or resolving issues related to the non-discrimination, equal opportunity and issues related to access and accommodation for individuals with disabilities.

Title IX

Cecil College has a Title IX Coordinator and two Deputy Coordinators who participate in annual training to ensure the College is following current regulations. The College’s Title IX information is published on the web site as well as in brochures that are available throughout campus. All employees and students are asked to complete a Title IX related training that the College makes available through SafeColleges, an online, self-paced training platform. The other training topics that students are encouraged to complete are the following:

- Bystander Intervention
- Campus SaVE Act and Sexual Violence Awareness

- Intimate Partner Violence For Students
- Creating a Respectful Campus for LGBTQ+ Students
- Drug Awareness and Abuse
- Alcohol Awareness for Students

Clery Act Compliance

The College's Office of Public Safety employs officers who are trained on Clery Act requirements. The Director of Public Safety maintains and shares annually data on campus crime.

Chesapeake College 2020 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 diversity on our campus 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. Chesapeake 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. The Diversity Committee, made up of cross-divisional representation, was created in 2009 to ensure successful implementation of the college's Diversity Plan. "The Diversity Committee recognizes the value of diversity in persons and in perspectives. It is our goal to create and sustain an inclusive and equitable environment in which all members of our college and surrounding community have opportunities to thrive personally and professionally." To increase faculty involvement, a change was made to include service on the committee as fulfillment of a faculty service requirement. This enhanced participation on the Diversity Committee helps ensure faculty investment in development of an open and inclusive campus environment.

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. However, the goals in Chesapeake College's 2020-2024 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 five Strategic Plan priorities. Each priority has a number of strategies to foster overall achievement. The plan assigns specific tasks and develops time lines. Strategies are updated, completed, or discontinued depending upon institutional assessments, resources, and priorities.

Each strategic priority has an associated set of key performance indicators (KPIs) built on diverse information gathered from a variety of sources. The KPIs support the evaluation of the college's effective use of resources, institutional accountability and integrity, student success and help determine progress in achieving those priorities. Formal and informal environmental scanning is conducted seamlessly throughout the year for planning and budgeting decisions. Annual quantitative targets are established for each key performance indicator against which actual performance is compared to determine success in achieving the strategic priorities. The evaluation of these metrics provides the basis for development of subsequent annual plans to "close the loop".

These indicators are periodically reviewed for currency and applicability. During the 2020-2024 Diversity Plan development, the KPI set was evaluated and modified accordingly.

Strategic Plan Priority 1. Student Success

Strategies
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

Key Performance Indicators
Enrollment: Credit minority fall percentage: Percent of non-white fall-term credit students, not counting foreign or unknown
Enrollment: Non-credit minority student headcount percentage: Percent of non-white fiscal year Non-credit students, not counting foreign or unknown
Enrollment: English for Speakers of Other Languages (ESOL) fiscal year headcount: Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses
Enrollment: Students age 25-59 years: Unduplicated headcount of students age 25-59 enrolled in credit and non-credit courses in the fiscal year
Enrollment: Non-credit senior citizens annual headcount: Unduplicated headcount of senior citizens (Age 60+) in non-credit classes in the fiscal year
Enrollment: Students with disabilities: Unduplicated headcount of students receiving disability accommodations in credit or non-credit courses in the fiscal year
Success: Retention Rate: Fall to Fall, Minority Students: Percentage of Minority degree-seeking students attending college for the first time in the fall who return the following fall. Students who graduate from the institution prior to the following fall are removed from the calculation.
Success: Program Achievement: persistence: TRiO SSS-Served Students: Percent of all TRiO participants in the academic year that are enrolled at the college in the fall term of the subsequent academic year or received a degree or certificate during the reference academic year or transferred year to a 4-year institution either during the reference academic year or in the fall term of the subsequent academic year
Success: Graduation Rate: Minority: Percent of fiscal year unduplicated minority degree/certificate-seeking headcount that graduated in the year
Outcomes: Diverse Perspectives Proficiency: Percent of students assessed that demonstrate proficiency in Diverse Perspectives
Outcomes: Ethics and Values Proficiency: Percent of students assessed that demonstrate proficiency in Ethics
Outcomes: Graduating students' satisfaction: Inclusiveness: Graduating students' satisfaction with aspects of diversity: The overall college climate promotes respect for inclusiveness
Outcomes: Graduates' experience re: cultural diversity: Percent of Graduating Student Survey respondents answering 'A Fair Amount' or 'Very Much' to the question Graduating Students' experience at Chesapeake developed their ability to recognize and appreciate cultural diversity

Strategic Plan Priority 2. Programming

Strategies
Expand/enhance credit and non-credit course offerings related to diversity and multicultural topics
Support transition from non-credit programming (e.g., basic skills or entry level training) into credit or noncredit workforce coursework

Key Performance Indicators
Enrollment: Credit enrollments in courses related to diversity and multicultural topics: Number of enrollments in credit course sections related to diversity and multicultural topics in the fiscal year
Enrollment: Non-credit enrollments in courses related to diversity and multicultural topics: Number of enrollments in non-credit course sections related to diversity and multicultural topics in the fiscal year
Enrollment: Non-Credit to Credit or Workforce Pathways: Number of students taking non-credit basic skills or entry level training courses that subsequently enroll as degree/certificate seeking credit students or non-credit workforce classes

Strategic Plan Priority 3. Culture of Excellence

Strategies
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

Key Performance Indicators
Employment: Minority full-time faculty: Percent of full-time faculty who are in racial/ethnic minority group, not counting foreign or unknown
Employment: Minority full-time administrators and exempt/non-exempt staff: Percent of full-time administrative and professional staff who are in a racial/ethnic minority group, not counting foreign or unknown

The office of Institutional Research, Planning and Effectiveness worked with subject matter experts to develop long-term and short KPI targets that relate to expectations for the plan ultimate year as well as the current year. Every year, each target is compared against the actual value to determine progress. Those missing the annual mark substantially or persistently are referred to the subject matter experts to determine whether additional action plans are warranted. This year’s diversity plan includes five more goals than last year’s, showing an effort to make cultural diversity a priority. Of the 17 measurable outcomes evaluated in FY2020, five (29.4%) met their annual targets while 11 (64.7%) clearly did not; one was very close to target. Of the 11 targets that were not met, at least five may have been directly impacted by the closing of campus, moving credit courses online, and the severe reduction of the non-credit schedule due to COVID19. Nonetheless, Chesapeake College is still committed to pursuing these objectives in the year to come and beyond.

Efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.

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.

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 nine years. In FY2020, minorities comprised 27.4% of the credit student body, but only 21.2% of the regional adult population. Among noncredit students, 34.3% were from a minority group, not surprising given the large adult education and English as a Second Language programs the College provides.

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 under served populations. Over the past year we increased representation in our advertising imagery and language to incorporate inclusion as part of our brand identity. One example is the updated materials for Career and Technical Education (CTE) programs. Using Perkins funds to increase diversity, this marketing targets non-traditional program populations. As part of the FY2020 joint needs assessment process, discussions with high school CTE directors suggested the potential for planning more purposeful open houses that would highlight CTE programs and the diversity within them. Efforts will be made in the coming year to develop diverse student profiles and alumni mentors who can serve as models of CTE program success.

We also expanded our ad placements and distribution methods to increase accessibility and build 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 building relationships within these communities.

In FY2020, the department of admissions hired a part-time Diversity and Inclusion Coordinator. This position supports the campus's efforts to foster an inclusive environment. The Coordinator works with students, employees, and community partners to improve support for students from culturally diverse and/or underrepresented communities. When COVID-19 hit the Haitian community hard, the Coordinator quickly contacted our Haitian students to help identify and utilize educational services resources. In the past year, the Diversity and Inclusion Coordinator represented the college on the Queen Anne County Equity Commission, the Caroline County Public Schools Community Equity Committee, Maryland's Diversity Roundtable, and the Mid-Shore Foundation (which supplies multiple scholarships for Chesapeake students). She has also been involved with the BAAM Community Center (Building African-American Minds) in Easton and events at Bethel AME Church in Denton.

Student Success and Enrollment Management works toward recruitment of students from underrepresented groups through community engagement. For example, an open house for diploma bound high school students with disabilities was held to showcase programming options and services available for students with disabilities. In addition, the college is frequently represented at various community events, many of which celebrate underrepresented groups. These include Help and Housing Resource Day in Dorchester County, The Multi-Cultural Festival in Greensboro, touring the Multicultural Center in Easton, Open House for GED graduates, and meetings for adults interested in higher education at the Judy Center. All efforts to attract students to Chesapeake College are designed to convey inclusion.

The Adult Education Program offers registration and classes in more than 20 locations in the service area. The College collaborates with ABE and ESL programs to provide "bridge" courses and funding to enhance student diversity across all programs. Program staff maintain offices at American Job Centers and Family Support Centers serving as a resource to these and other agencies on a daily basis. In FY2020, more than 405 information and registration sessions and at least 66 classes were held. A total of 688 ABE, ESL, and NEDP students were served. The students served are from more than 20 countries with five predominant native languages (Spanish, English, Haitian, Creole French, and Urdu). Adult Ed established the "Student Navigators" team to enhance service to individual students based on their cultural diversity. Student Navigators also help students set academic and professional goals, overcome barriers, and assist with mastering learning tools. To support the growing multicultural community, Adult Ed, in cooperation with the Chesapeake Multicultural Resource Center, launched the "Community Interpreter International Program" and now has trained interpreters on staff. Adult Ed launched two newsletters: the ESL/ABE Newsletter and the Community Partners Newsletter for AEP partners in the five counties served. The Student Newsletter and Community Partners Newsletter successfully helped students and the clients of Adult Ed's partners "Stay Connected, Stay Learning" during the COVID-19 pandemic. Despite those efforts, the College was forced to substantially reduce its non-credit schedule in response to the pandemic. In particular, basic skills course enrollments (Adult Basic Education and ESL) fell by 20.8% from FY2019 to FY2020. Some 86.9% of students in those programs in FY2020 were people of color.

Chesapeake College also works to recruit and retain a diverse faculty and staff. Human Resources works with hiring managers ahead of the formation of search committees to emphasize the value of increasing traditionally underrepresented groups among the college's faculty and staff. This message is conveyed to each search committee at their initial meeting.

When there are open positions, the college advertises in various online locations such as Workplace Diversity Network (which reaches out to several diversity focused job boards such as VeteransConnect.com, DisabilityConnect.com, HispanicDiversity.com, OutandEqual.com, AllDiversity), and to Academic Keys KeyVersity Diversity Program to attract members of underrepresented groups

Chesapeake College seeks a diverse workforce that matches the regional demographics. The five county region served by the college is 23.4% minority, with minorities comprising a greater percentage of the population for younger age groups and lesser percentages with older age

groups (60 and over). Chesapeake College employs 167 full-time staff; 68.2% of whom are female and 17.9% who are minorities. We currently employ 54 full-time faculty, 72.2% of which are female and 9.3% are minorities. Because of the College's small size, overall percentages can be impacted greatly by just a few hires and/or terminations.

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

Chesapeake College incorporates cultural awareness throughout its curriculum. Consideration for “Diverse Perspectives,” a General Education competency, includes “Acquiring the skills and knowledge necessary to develop critical understanding of personal and social characteristics that differentiate individuals, their cultures, social structures and artistic expression is essential to the evaluation of diverse forms of expression and perspectives.” Assessment data for FY2020 demonstrates that 91.2% of students met the proficiency target for this competency.

A survey of recent graduates showed that 85.1% of respondents agreed that the overall college climate promotes respect for inclusiveness. Eighty-three percent felt that college staff and faculty demonstrate a commitment toward equity for all students. Eighty-two percent said that student groups are accepting of diverse student backgrounds. And 78.6% agreed that they had had exposure to diverse perspectives in their course work. Furthermore, 85% agreed that they have had exposure to diverse perspectives in the college activities they attended. While 78.4% responded that their experience at Chesapeake College contributed to their recognition and appreciation of cultural diversity.

The college readiness rates of minority, particularly African-American, students are significantly lower than those of White students. Historically, less than a third of minority freshmen were deemed college ready and most of the two-thirds in the balance required remediation in both English and mathematics. Through an exemption policy rolled out three years ago, the readiness rates for all freshmen has jumped to new records each of the last three cohort years, but particularly so for minority students. The percent of the fall 2019 minority first-time students entering as college-ready was 65.7% — up from 64.7% in 2018.

The SAIL (Success and Interactive Learning) program orients new students to the college experience. First-time freshmen participate in the program during their first semester at college (new students are accepted into the program fall and spring semesters). The program incorporates required “checkpoints” that students must complete in order to earn a scholarship. These checkpoints include: a transfer activity, a career planning activity, academic success workshops, a student planning/advisor meeting; academic support, and a campus event. These activities help the student successfully navigate through their initial semester through campus touchpoints with services and offices that will help insure academic success. These efforts provide invaluable support for first-generation college students, many of whom are from underserved communities. During fall 2019, more than one-third of the successful completers of SAIL were minority students. In spring 2020, almost two-fifths of the participants were minority students. 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 subsequent semester tuition. A

dedicated FSC/SAIL classroom allowed standardization of the Freshman Seminar Course (FSC) experience and provide SAIL participants with a dedicated location to meet, which increased group cohesiveness and allowed expansion of activities at one central location.

FOCUS (First-Generation students' Opportunity for Career and Ultimate Success) is a program for first-generation male students with intense exposure to academic support and career exploration activities during the first year in college. The program offers members weekly contact with advisors, assistance in academic and career planning, off-campus team-and leadership-building activities, tutoring, and visits to four-year colleges and universities. The program also includes a Speaker's Bureau in which leaders from the business, political, and the educational communities are invited to speak to the participants. Participants receive a Barnes & Noble gift card to offset the costs of books and supplies upon successful participation in the program each semester. During the 2019-2020 academic year, ninety-three percent of the 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 serve over 375 students per academic year, one-third of whom are people of color and about one in five are African-American.

Events like The African-American History luncheon and the African American Read-In create positive interactions and cultural awareness both on our campus and in the community. Revived in FY2020, the luncheon is held on campus and funds the J.C. Gibson Book Scholarship, one of several scholarships for minority and economically disadvantaged students offered by the Office of Multicultural Affairs. The Annual African American Read-In, organized by the English department faculty, promotes awareness, appreciation, and engagement with diverse perspectives in literature. The read-in focuses on sharing literature by African-American authors and ties into Maryland's Mid-Shore National African American Read-in. This event attracted 2000-3000 participants across the Mid-Shore.

In the past year the Adult Basic Education (ABE) program offered opportunities for immigrants to take a Bridge to Health Care Careers course that included completion of an online Medical Terminology course and an Anatomy and Physiology course. This group of students not only learned Medical Terminology but also toured the Health Professions training building, learned about college programs directly from various Health program directors, and improved work readiness skills. Throughout the course the students were teamed with a Transition Specialist to help them navigate the processes of enrolling, funding and taking a healthcare certificate training or course here at the college. While all students in the program expressed interest in taking healthcare training only a few actually made the transition. Some of these students' programs were cut short when the campus closed due to the pandemic. Students who did not transition expressed fears about college and fitting in due to cultural and language differences, and

concerns about being able to complete the classwork due to language limitations. Development of this bridge program will continue to be a focus for the ABE program.

A separate program assisted adult basic education students from a variety of socio economic backgrounds helping them enter a variety of college programs like Nursing, CNA, Phlebotomy, Vet Assistant, Business, Science (first step toward Mortuary School), Counseling-Peer Support, CDL, Electrical, HVAC, and Welding. The ABE program plans to continue their work with immigrants and lower literacy ABE students to help them transition into both college credit and non-credit programs by offering Integrated Education and Training (IET) opportunities. This model pairs a workforce training course with an ABE class that covers work readiness and literacy skills. In addition, for students that are not first language English speakers they will learn the rights and responsibilities of citizenship.

Chesapeake College organized “Factuality Training” as part of in-service professional development for faculty and staff. Training focused on cultural sensitivity and awareness for interaction with faculty, staff, and students. This interactive experience takes participants through a Monopoly-like game in which they inhabit characters of a different racial/ethnic/gender-identity/religious background and navigate career and life decisions based on statistics for those groups.

Several events in spring/summer 2020 increased awareness of ways in which our society perpetuates inequity. In the aftermath of the George Floyd protests occurring around the country and on the mid-shore, the Student Government Association Director, in coordination with the Coordinator for Diversity and Inclusion hosted weekly virtual conversations. Titled "The Impact of Racial Injustice - A Conversation", these events, hosted online, aimed to create a forum to discuss the impact of racial injustice and were open to all students, staff, and faculty.

A 2020 Leadership Retreat was held to discuss ways in which we can be more welcoming and make our services more equitable for the communities we serve. In FY2021, a new strategy will be added to the Strategic Plan with the aim to, “Develop a comprehensive vision and associated plan for equity, inclusion, access, and completion for the College to reflect current events and the movement for change.” Our aim is to develop a plan that will seek more emphasis on how we serve all students and ways we can improve access for underrepresented groups.

Most successful strategy to increasing diversity of faculty and staff

The College strives to recruit, train and support a diverse workforce. Human Resources monitors all employment policies to ensure no barriers exist. Like many small, rural regional community colleges, there is no silver bullet for recruiting minority faculty and staff. The most successful approach has been to diligently pursue multiple strategies in recruitment and retention efforts.

Chesapeake College faces numerous challenges in its efforts to increase minority representation in its workforce. This is particularly true for full-time faculty and administrative/ professional staff. There is the limited availability of qualified applicants in our service region who possess a master’s degree in their field of instruction. This requirement also applies to almost all

administrator positions and a size-able share of professional staff. Furthermore, information from the Census Bureau shows a comparative lack of minority individuals meeting that level. Of all the regional residents that have earned at least a Bachelor's degree, only 10.2% are of an ethnic or racial minority. As a result, the pool of available workers from within the region is small.

Despite these obstacles, Chesapeake College has had some success due to increased efforts recruiting to minority groups. To address the issues of a limited applicant pool, the human resources office makes a point to post openings on websites for minority groups and reach well beyond our service region. This strategy has not increased minority hires, but it helped the college to meet strategic goals related to diversity. The college re-established the Multi-Cultural Advisory Council. This decision was based on the need to develop and improve relationships with minority communities and stakeholders within the service region. Efforts to expand hiring also led to a minority Vice President of Student Success and Enrollment Management. By hiring individuals from traditionally underrepresented groups, the college not only increased (or maintained) the ratio of minorities, but also instilled people of color in important positions with emphasis on community outreach and student service.

One of our strategic goals is to increase positive interactions and cultural awareness among students, faculty, staff, and the public at-large. Ways in which we attempt to achieve this is with increased emphasis and training for current faculty and staff to improve inclusiveness and awareness of others who are different than ourselves which is intended to improve the workplace and academic environment for our employees and students.

We believe that continued efforts in working within our community will increase our efforts to increase the diversity of employees. At the same time, we realize we must also continue to look outside our service region, and advertise in diversity publications for administrator, faculty and other professional positions.

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

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 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. Additionally, the *Chesapeake College Student Handbook and Academic Calendar* includes information on reporting 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.

Chesapeake College strictly prohibits any type of hate crime against any of its faculty/staff, students, visitors, and guests. Various federal sources define hate crimes to include 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.

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 voice mail, and computer monitor messaging.

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

COLLEGE OF SOUTHERN MARYLAND

ANNUAL CULTURAL DIVERSITY REPORT

October 6, 2020

INTRODUCTION

The College of Southern Maryland's (CSM's) commitment to diversity is embedded in our mission, as an open-admissions, comprehensive regional community college, to strengthen the economic vitality of our diverse and changing region and to enhance the lives of all within it. We pursue this mission with fervor and are pleased to report, in accordance with §11-406 of the Education Article, our progress in implementing a program of cultural diversity during Fiscal Year 2020.

Notwithstanding this year's challenges, most notably the COVID-19 global pandemic, CSM enjoyed many successes in our efforts to promote cultural diversity and institutional equity. We completed the first of a three-year commitment to Achieving the Dream (ATD), an initiative to implement and scale cutting-edge reforms to improve student success, with equity as a core lens and strategy. We filled our vacant chief diversity officer position, the Executive Director of Equity and Inclusive Diversity. And when the COVID-19 pandemic forced all of our operations online, we mobilized student and employee support recovery task forces to supply resources that increased equity in access to learning and work. Meanwhile, we authored a "CSM New Deal," a comprehensive educational initiative to accelerate the retooling of the Southern Maryland workforce and create pathways to economic equity for all learners. For our successes in achieving outstanding outcomes for our diverse students, employees, and community members, the Aspen Institute awarded CSM the Aspen Prize for Community College Excellence, Top 150 Community Colleges, in 2019 and 2020.

This Cultural Diversity Report documents our successes, specifically, in achieving five objectives identified by the Maryland Higher Education Commission (MHEC):

1. To develop and implement a board-approved plan to improve cultural diversity, as required by Education Article 11-406.
2. To increase the numerical representation of traditionally underrepresented groups among (1) students, (2) administrative staff, and (3) faculty.
3. To create positive interactions and cultural awareness among students, faculty, and staff on campus.
4. To identify and document the strategy that has proven most successful in increasing the diversity of faculty and staff.
5. To document the campus process for reporting hate-based crimes, consistent with federal requirements.

I. Plan for a Program of Cultural Diversity

At the beginning of this reporting year, CSM continued to implement the cultural diversity plan approved by our Board of Trustees in 2015. In May 2020, the Board approved a new plan that transparently aligns our cultural diversity program with our 2018-2021 Institutional Strategic Plan (ISP) and with our participation, through 2021, in Achieving the Dream (ATD).

Four key objectives of CSM’s 2018-2021 Institutional Strategic Plan (ISP) form the foundation of CSM’s *2020-2021 Plan for Cultural Diversity and Institutional Equity* (“CDIE Plan”). These Cultural Diversity and Institutional Equity (CDIE) objectives are presented here with the ISP goals and strategies they support:

CDIE Plan Objectives	CSM ISP Goals & Strategies
CDIE Obj. 1: Identify equity benchmarks for student progress and completion rates, and devise and implement strategies for achieving them.	ISP GOAL 1: CSM will improve student progress and completion. Strategy: Identify critical measures for student progress and completion and develop reporting protocols.
CDIE Obj. 2: Respond to demographic changes in each county, and devise and implement strategies for achieving equity in student access to, and success in, CSM’s innovative programs.	ISP GOAL 2: CSM will provide targeted programming to meet regional needs. Strategy: Determine strategic purpose for each campus based on county economic and workforce needs.
CDIE Obj. 3: Refine strategies for sustaining equitable representation of faculty and staff from underrepresented groups so that CSM’s workforce reaps the benefits of diverse experiences and perspectives.	ISP GOAL 3: CSM will function as one regional college. Strategy: Build a culture of collaboration and learning.
CDIE Obj. 4: Increase employee participation in cultural diversity and equity professional development and programming.	ISP GOAL 3: CSM will function as one regional college. Strategy: Build a culture of collaboration and learning.

Similarly to the way in which the CDIE objectives are transparently aligned with (indeed integrated into) CSM’s Institutional Strategic Plan, the 20 actions the CDIE Plan prescribes to achieve the objectives are coordinated intentionally with our Achieving the Dream (ATD) work. ATD offers a capacity-building framework that allows colleges to pinpoint strengths and areas for improvement across seven institutional capacities, including equity. CSM’s decision to join ATD was informed by our determination to achieve greater institutional equity, along with cultural diversity.

Accordingly, the four CDIE objectives are formulated in terms of CSM's commitment to equity, and the 20 actions enumerated to achieve them entail College-wide, data-informed efforts that simultaneously promote cultural diversity. For example, among the six actions prescribed to achieve CDIE Objective 1 (to identify and achieve equity benchmarks for student progress and completion), the plan calls for identifying and closing enrollment equity gaps, i.e., *increasing the numerical representation of underrepresented students at CSM*. The plan stipulates further that we must devise new retention and completion strategies to achieve CDIE Objective 1. We know that cultivating a sense of belonging is an essential, even primary strategy that entails *creating positive interactions and cultural awareness among students, faculty, and staff*.

CSM's commitment to equity compels us to focus our concern beyond students' college enrollment generally to their enrollment specifically in high opportunity programs. Among the five actions specified to achieve CDIE Objective 2 (to implement strategies for achieving equity in student access to and success in innovative programs), the plan calls for identifying and closing enrollment equity gaps in targeted programs addressing Southern Maryland's workforce needs, i.e., *increasing the numerical representation of traditionally underrepresented students in those programs*. Retention strategies at the program level are also prescribed, again requiring us to *cultivate positive interactions and cultural awareness among faculty, staff, and students*.

CDIE Objectives 3 and 4 focus on recruiting, retaining, and training a diverse faculty and staff. The six actions under CDIE Objective 3 include implementing CSM's annual Affirmative Action Programs (AAPs) for minorities, women, employees with disabilities, and veterans, that ensure all qualified employees and prospective employees are considered and treated in a nondiscriminatory manner with respect to all employment decisions. The AAPs include an audit and reporting system that uses metrics and other information to measure the effectiveness of our programs. Other actions under CDIE Objective 3 instruct us to respond to annual AAP audits by analyzing disparities they disclose and devising and implementing strategies to mitigate them. CDIE Objective 4 calls for the design and implementation of a diversity, equity, and inclusion (DEI) curriculum for all employees that promotes their attainment of a set of DEI competencies. Those competencies are aligned with professional standards of the American Association of Community Colleges and focus squarely upon cultivating employees' cultural competency and equity-mindedness.

This CDIE Plan also reflects CSM's awareness of the disparate impact of the COVID-19 global pandemic on Southern Maryland's lower-income and other underserved families and describes how we will sustain our commitment to equity and inclusive diversity as we adapt and transform our delivery model in response to the crisis. CDIE Objectives 1 and 2 prescribe actions to ensure students have access to technology, support services, and other resources (e.g., food and incidentals) essential for academic success. CDIE Objective 3 instructs us to ensure faculty and staff also have access to technology and other resources essential for remote working.

We will monitor and evaluate our progress toward achieving the objectives of this CDIE Plan via four core mechanisms. First, the Equity Dashboard developed under the Plan will track, on an

ongoing basis, our progress in closing equity gaps in student representation, progress, and completion. Second, as an Achieving the Dream Network college, and to advance goals for equity and social mobility, CSM must report data using metrics that answer critical questions about the progress and completion of our lower-income and other underrepresented students. Third, again, CSM's Affirmative Action Programs include an annual audit and reporting system. And fourth, CSM's annual Yearly Game Plan and Year-End Reflection processes, coordinated by the College Assessment Team, requires all divisions to report progress toward achieving CSM's Institutional Strategic Plan (ISP) goals and objectives. Inasmuch as CDIE Objectives are ISP objectives, the Executive Director of Equity and Inclusive Diversity must evaluate and report CDIE Plan progress annually as part of this College-wide assessment process.

II. Efforts to increase the numerical representation of traditionally underrepresented students, administrative staff, and faculty.

A. Student Recruitment and Retention

CSM works proactively, College-wide, to increase our student body diversity and ensure a supportive environment for students of all backgrounds. Each year we attract a student population that is more ethnically and racially diverse than the Southern Maryland population, with the largest increases recently in African-American and Hispanic/Latinx enrollment. Our fall 2019 minority credit student enrollment was 45.3%, compared to a 40.3% minority service area population. We have experienced year-over-year growth in racial and ethnic diversity since fall 2015 (when minority enrollment was 42%). We have had similar growth in minority continuing education student enrollment, from 30.6% in fall 2015 to 33.6% in fall 2019.¹

Our fall 2019 credit student enrollment was 9,831. Of that number, 26.3% were Black/African-American, 7.3% were Hispanic/Latinx, 6.4% multiracial, 3.7% Asian, 0.7% international, 0.5% American Indian/Alaskan Native, 0.3% Native Hawaiian, and 53.4% White. The percentage receiving Pell grants was 17.8%. About 30% of credit students are first-generation.

Committed to sustaining robust representation and persistence of underrepresented students, in our first year of Achieving the Dream (ATD) participation we began data-informed redesigns of student services, activities, and programs. We assessed equity gaps for credit and noncredit students through ATD and through actions prescribed by our CDIE Plan.

1. Student Recruitment

- a. Student Equity and Success's (SES's) Admissions Department recruits students by hosting events on-campus and virtually, and by attending regional events and meetings to reach traditionally underrepresented students. A partial list of recruitment activities includes:
 - College Fair Participation: Staff attended fairs in Southern Maryland and recruited underrepresented students by providing enrollment, financial aid, four-year transfer, and career information; the Charles County Scholarship Fair to share information about the

¹ College of Southern Maryland 2020 MHEC Performance Accountability Report.

FAFSA, our foundation scholarships, enrollment process, and our programs; the Frost School in Rockville, which educates students with emotional disturbances or disabilities; the Senator Nathaniel Exum Youth Day and College Fair in Annapolis, which focuses on encouraging minorities to pursue higher education; and the St. Mary's County NAACP College Fair.

- Public School Partnerships: (1) Financial aid presentations, one-on-one admissions assistance, and FAFSA support for Chesapeake College Plan in Calvert County, which works with underrepresented public school students. (2) Tours and information sessions for underrepresented students from District of Columbia public schools. (3) Our “Destination College” program for 5th graders from Title I elementary schools in Calvert and Charles Counties. (4) “Try College for a Day,” a collaborative effort with Calvert, Charles, and St. Mary's counties that provides a college experience for students with disabilities.
 - Targeted Community Outreach: (1) Calvert, St. Mary's, and Charles County Detention Centers re-entry events for inmates, promoting both credit and non-credit coursework including Workforce Development. (2) The “Mission of Mercy” event to share educational information with citizens of underrepresented groups receiving free dental and other services. (3) Charles and Calvert County Department of Social Services events to share college information with mothers picking up their WIC benefits. (4) Presentations to non-traditional and underserved students finishing GED coursework to encourage them to pursue college and apply for a \$500 scholarship.
- b. The Division of Academic Affairs has two major grants to attract underrepresented students interested in STEM disciplines.
- NSF Advanced Technological Education (ATE) Grant for Cyber Business: This program ensures that CSM recruits, retains, and graduates students from groups underrepresented in the cybersecurity profession and that we do so in a climate of connectedness and inclusivity. Recruitment efforts are diversity-focused and impact 40 students. The project implements practices shown by research to be effective, contributing to the understanding of curricular and co-curricular activities that affect recruitment, retention, student success, academic and career pathways, and degree attainment in cybersecurity. The project contributes to growing Southern Maryland's cybersecurity workforce and to increasing its diversity.
 - NSF S-STEM Scholarship: The NSF Scholarships in Science, Technology, Engineering, and Mathematics (S-STEM) support the retention and graduation of 52 high-achieving, low-income students with demonstrated financial need for the duration of their two-year associate's degree program. Students receive of support services aimed at increasing persistence and assisting graduates in transitioning to further education or regional employment in STEM professions.

2. Student Retention

Promoting student persistence to completion is a College-wide effort. Here is a partial list of initiatives to increase underrepresented student retention:

- First-Year Seminar (FYS): CSM’s FYS continues to address proactively the academic, social integration, and overall success challenges of first-year students, including by addressing issues of equity and strengthening cultural competence. In its second year, the overall fall-to-fall retention rate, fall 2018-fall 2019, for students who successfully completed the FYS was 56.6%. For African American students, it was 49.6%.
- Disability Support Services (DSS): DSS staff on three CSM campuses provide support to students with disabilities in all aspects of college life and encourage their persistence to completion. Services include assistive technology, classroom aids like interpreters and notetakers, and help with strategies for dealing with everyday issues in college. DSS also hosts a number of events, such as the “Transition Expo” and “Parents Information Night.” They advise the student advocacy group, Empowering Students to Achieve (ESTA) and are supported by a College-wide ADA Committee.
- The Men of Excellence Mentoring Program: Men of Excellence is a College-wide initiative to improve the recruitment, success, retention, graduation, and transfer rates of African-American men who enter CSM as first-time, full- or part-time students. Students map their academic, personal, and professional goals and develop leadership acumen. In FY’20, 92 men enrolled, compared to 55 in FY ’19, a 67% increase. Students participated in the Maryland Men of Color Summit, HBCU Virtual Campus Tour, and excursions, such as to the National Museum of African-American History. Guest speakers included Dr. Turner Coggins, Professor of Biological and Physical Sciences. When CSM entered remote operations, Men of Excellence pivoted to weekly virtual meetings to offer the men sustained support and community.
- Veterans Affairs: CSM was awarded the MF ’19-20 Award and designated a Military Friendly School by VIQTORY, a service-disabled, veteran-owned organization. CSM staff support veterans and military-dependent students in getting the most of the veterans benefits available to them. The office hosts guest speakers, and this year began hosting the Mobile Vet Center from the Department of Veterans Affairs, which offers free counseling services and other resources to veterans.
- Counseling Services: At CSM traditionally underrepresented students are the predominant users of Counseling Services. In addition to private counseling, Counseling Services offers workshops and programs, such as “Stress Break,” “Connect Café,” “Health Tips for Today’s Man of Excellence,” “National Coming Out Day,” “All About Consent and Healthy Relationships,” “Young Adulting 101 for College Students,” and “Depression 101: Everything You Wanted to Know But Were Afraid to Ask.” Counselors continue to provide virtual programs in partnership with Student Life.
- Student Support Recovery Task Force (COVID-Response): In March 2020, CSM leadership appointed a team to develop a prioritized support plan for assisting students

with basic living needs, advising, technology, and other resources to support their persistence through the crisis. The CSM Foundation raised \$26,000 for the Hawk Emergency Fund. Task force members phoned and emailed 502 respondents to a Student Needs Survey and distributed Hawk Emergency and CARES Act funds to students with high financial need. Staff followed with a phone campaign to reach students, especially Pell-eligible students, to encourage them to register for summer and fall courses. Admissions and Financial Aid called all students who might qualify for the Maryland Community College Campaign and encouraged them to finalize the document request from the Maryland Higher Education Commission.

B. Administrative Staff and Faculty Recruitment and Retention

CSM persists in its intentional efforts to recruit and retain a diverse faculty and staff, and we continue to see success. Our MHEC Performance Accountability Report data show steady year-over-year growth in our percentage of full-time minority faculty: currently 25.7% compared to 23.5% in fall 2016. The percentage of full-time minority administrative staff has also increased steadily overall: currently 31.5% compared to 27.8% in fall 2016. In fall 2019, the demographic composition of CSM's full- and part-time employee force of 1,198 was 3.8% Hispanic, 0.3% American Indian/Alaskan Native, 3.1% Asian, 23.9% Black/African-American, 65.4% White, 1.8% multiracial, 0.7% international, and 1.2% unknown. The number identified as female was 62.7%, and male 37.3%.

The Human Resources Department implements CSM's annual Affirmative Action Programs (AAPs) for minorities, women, employees with disabilities, and protected veterans to ensure all qualified employees and prospective employees are treated in a nondiscriminatory manner in all employment decisions: advertising, recruitment, hiring, compensation, promotion, demotion, selection for training, transfer, and termination. Our September 2020 AAP Report provides employee data for the period October 1, 2018, through September 30, 2019, and covers 477 full-time employees, including 147 minorities (30.82%), 312 women (65.41%), and one individual with a known disability (< 1%). Of CSM's 55 departments, 35 include minorities (63.64%), 54 include women (98.18%), and one includes an individual with a known disability (1.81%).

Our annual audit compared:

- The representation of minorities and women in all job groups with their representation among those identified, in an availability analysis, as available internally and externally for employment in the job group. Where actual representation was less than the calculated availability, we determined whether the difference was greater than reasonably expected.
- Our utilization of individuals with known disabilities with the utilization goal identified by Office of Federal Contract Compliance Programs (OFCCP) in effect at the start of this AAP year (7%).

- The representation of protected veterans to our hiring benchmark, in accordance with the national percentage of veterans in the civilian labor force as published on the OFCCP website. Our benchmark in FY '20 was 5.9 percent.²

1. Minorities and Women

An analysis of CSM's workforce job group composition revealed that in the majority of the workforce, employment levels of women and minorities are representative of our recruiting population. In only one area, Financial Operations, was there a statistically significant difference between incumbency and estimated availability. When the percentage of minorities or women employed in a particular job group is less than would reasonably be expected given their availability percentage in that job group, CSM has established an annual percentage placement goal at least equal to the availability figure derived for women or minorities, as appropriate, for that job group.³

The college deploys outreach efforts to rectify areas of underutilization. For example, we have expanded our recruitment resources list to include more sources targeted to specific racial, ethnic, and gender groups. We continue to advertise in publications and on websites such as *Diverse Issues in Higher Education*, the National Association of Hispanic Nurses, and the National Black Nurses Association. We send notices of vacant positions to local organizations and community agencies known to specialize in placing or developing training programs for protected individuals. When appropriate, we invite community service and other outreach partners to tour offices and discuss the college, job recruitment needs, selection process, and other details related to recruitment and placement. When the college recruits at colleges and universities, we incorporate efforts to reach underrepresented students.

Human Resources and the Executive Director of Equity and Inclusive Diversity work closely with search committee chairs to ensure diverse pools of candidates and finalists for employment,

² In all employment decisions, the college makes selections in a nondiscriminatory manner. The purpose of establishing hiring benchmarks is to provide a quantifiable method by which to measure progress toward achieving equal employment opportunity for protected veterans. Hiring benchmarks are not quotas that must be met, nor are they a ceiling or a floor for the employment of particular groups. They do not provide a justification to extend a preference to any individual, select an individual, or adversely affect an individual's employment status, on the basis of that individual's sex, gender identity, sexual orientation, race, color, religious creed, national origin, physical or mental disability, protected veteran status, or any other characteristic protected by law. Hiring benchmarks do not create set-asides for specific groups, nor are they intended to achieve proportional representation or equal results. They are not used to supersede merit selection principles, nor do they require the college to hire a person who lacks qualifications to perform the job successfully or hire a less qualified person in preference to a more qualified one.

³ In all employment decisions, the college makes selections in a nondiscriminatory manner. Placement goals are not quotas that must be met, nor are they a ceiling or a floor for the employment of particular groups. They do not provide a justification to extend a preference to any individual, select an individual, or adversely affect an individual's employment status, on the basis of that individual's sex, gender identity, sexual orientation, race, color, religious creed, national origin, physical or mental disability, protected veteran status, or any other characteristic protected by law. Placement goals do not create set-asides for specific groups, nor are they intended to achieve proportional representation or equal results. They are not used to supersede merit selection principles, nor do they require the college to hire a person who lacks qualifications to perform the job successfully or hire a less qualified person in preference to a more qualified one.

and oversee hiring decisions to ensure fairness, equity, and commitment to the College's mission and values, including diversity, equity, and inclusion.

With respect to hiring, compensation, promotion, and termination, third-party analyses indicate that CSM's processes are conducted and decisions made in a non-discriminatory manner. There were 39 new employees hired during the AAP data period, including 17 minorities (44%) and 18 women (46%). Of the 25 employees promoted during the AAP data period, seven were minorities (28%) and 18 were women (72%). Of 24 employees terminated, 9 were minorities (37.5%) and 14 were women (58.33%).

2. Individuals with Disabilities

CSM reviews employment practices annually to determine whether our personnel programs are designed to effectively recruit and advance in employment qualified individuals with disabilities. While third-party analysis revealed no deficiencies in our current employment practices with respect to applicants and employees with disabilities, our utilization of individuals with known disabilities does fall below the utilization goal of 7% identified by Office of Federal Contract Compliance Programs. We therefore engage in outreach, positive recruitment, and external dissemination programs to augment our existing affirmative efforts and encourage applicants to self-identify to ensure employees receive reasonable accommodations when they need them, as well as to complete accurate comparative utilization analysis.

3. Veterans

CSM also reviews employment practices to determine whether our personnel programs are designed to recruit and advance veterans effectively. Although third-party analysis revealed no deficiencies in our current employment practices with respect to applicants and employees who are veterans, we did not achieve our hiring benchmark of 5.9% during the reporting period. We continue to augment our outreach strategies, which include identifying sending notices of vacant positions to local organizations and community agencies known to specialize in placing and developing training programs for veterans, such as the Department of Veterans Affairs regional office and veterans' employment representatives in regional job services offices.

III. Efforts to Promote Positive Interactions and Cultural Awareness

Increasing cultural awareness, strengthening cultural competency, and promoting equity-mindedness are College-wide endeavors at CSM, essential to the fulfillment of our mission.

A. Curricular and Co-Curricular Programs

1. Cultural and Global Awareness General Education Requirement: All CSM students must complete a 3-credit course designated as fulfilling the general education requirement in Cultural and Global Awareness. Courses in this category examine multicultural societies or peoples and help engender a richer understanding of the diverse life experiences of societal groups. Societal groups include but are not limited to race, class, gender, ethnicity, language,

and religion. Students gain increased understanding of cultures while learning to communicate effectively across cultural differences.

2. Equity and Inclusive Diversity Office Programs (Re-established in January 2020):
 - Re-Collections: “African-American Encounters with the ‘Undemocratic’” (Black History celebration with the Southern Maryland Studies Center) – February 2020
 - Re-Collections: “To Revive and Flourish” (Irish-American Heritage celebration with the Southern Maryland Studies Center) – March 2020, cancelled due to COVID-19
 - Re-Collections: “Women’s Work in Southern Maryland” (Women’s History celebration with the Southern Maryland Studies Center) – March 2020, cancelled due to COVID-19
 - How Racial Injustice Affects Us All (with Student Life and Athletics) – June 2020

3. Student Life and Athletics Programs:
 - Celebrate Hispanic Heritage Month – October 2019
 - National Coming Out Day – October 11
 - Native American Heritage Celebration – November 2019
 - Student Government Association Annual Holiday Party Displays Celebrating Diverse Holiday Traditions – December 2019
 - Student Government Association Bus Trip to the National Museum of African American History and Culture (NMAAHC) and the Dr. Martin Luther King, Jr. Memorial in Washington, DC – February 2020
 - Around the World in 90 Minutes – March 2020
 - Irish-American Heritage Celebration – March 2020

B. Professional Learning and Programs for Faculty and Staff

1. Organizational Development and Learning Institute (ODLI): ODLI supports employee excellence, makes organizational and professional effectiveness a priority, and promotes a culture of collaboration and learning. Diversity, equity, and inclusion courses offered in FY ’20 include:
 - Title IX: Mosaic - Prevent Sexual Violence Together ****Required Annually****
 - Work Place Harassment Fundamentals
 - ADA Quick Tips for Faculty
 - Recognize & Manage Student Mental Health
 - Managing Personality Disorders in the Classroom
 - Lunch & Learns: HR-to-You Sessions
 - Choosing Civility

- Cultural Competency Basics
 - American Disabilities Act (ADA)
 - Title VII of the Civil Rights Act of 1964
 - Sexual Harassment
 - Title VII, Title IX, ADEA
 - Family Medical Leave Act (FMLA)
2. Faculty Diversity Institute: A faculty committee hosts two day-long seminars for faculty each academic year, in January and in May. The seminars center upon two texts related to cultivating inclusive classrooms and increasing understanding of diversity on campus. In January 2020, the group discussed Ibram X. Kendi's *How to Be an Anti-Racist*.
 3. New Faculty First Year Seminar Program: The Division of Academic Affairs welcomes new full-time faculty to CSM by offering a year-long seminar program addressing issues of pedagogy and facilitated by faculty colleagues. New faculty are paired with faculty mentors who are in disciplines outside their own division. Topics this year included "Diversity and the College Experience."
 4. Global Initiatives Committee: The Global Initiative Committee provides leadership and coordination in the college's efforts to create a global education program that is community based. Each year the committee sponsors events to celebrate International Education Week, an "Earth Day Celebration and Excursion," and other events.

IV. Strategy Most Successful in Increasing Faculty and Staff Diversity

CSM's search committee training has been the single most effective strategy for increasing faculty and staff diversity. Two dedicated Human Resources professionals and the Executive Director of Equity and Inclusive Diversity work closely and strategically with hiring managers and search committees to ensure diverse pools of candidates and finalists and to ensure fairness, equity, and commitment to the College's mission and values.

CSM adopted a new online application system in FY '20: NEOGOV. Human Resources staff conducted multiple one-on-one trainings last year with hiring managers to teach them how to access and utilize this new system. All application and tracking forms are now automated in NEOGOV, providing easy access to documents, filters, and analytics for hiring managers and search committee members.

Human Resources also offers training modules on equitable hiring processes. Hiring managers and search committees learn how to work with HR to craft job postings that attract quality diverse candidates. They also learn techniques for optimizing the interview process, including designing appropriate interview questions and equitable on-campus experiences.

Our MHEC Performance Accountability Report data documents CSM's growth in percentages of full-time minority faculty and staff:

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Percent minorities (non-white) of full-time faculty	23.5%	24.0%	25.4%	25.6%
Percent minorities (non-white) of full-time administrative and professional staff	27.8%	28.4%	32.9%	31.5%

V. Process for Reporting Hate-Based Crimes

Hate-based incidents are reported to CSM's Public Safety and Preparedness Department and assessed immediately to determine whether or not Timely Warnings or emergency notifications must be issued. All incidents involving students are also reported to the Student Conduct Officer and the Executive Director of Equity and Inclusion. Those involving employees are reported to Human Resources and the Executive Director of Equity and Inclusion. When hate-based incidents are crimes, they are reported to local law enforcement agencies.

Anyone may contact the Public Safety and Preparedness Department on CSM's three main campuses, by phone or in-person, to report incidents of concern. Callers may remain anonymous. Anonymous incidents may also be reported using the college student safety app, NowForce.

Hate-based crimes are formally investigated when reports are made and are conducted in conjunction with police investigations. CSM imposes sanctions for hate-based crimes, which violate CSM's policies and standards of conduct.

The Public Safety and Preparedness Department prepares CSM's Annual Security Report to comply with the Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act, using information maintained by Public Safety, information provided by other college offices such as Student Conduct and Campus Security Authorities, and information provided by local law enforcement agencies surrounding each of the campuses. The report provides statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned, leased, or controlled by CSM. It also includes institutional policies concerning campus security, such as policies regarding sexual assault, alcohol and other drugs.

A daily crime log is maintained and posted in the Public Safety and Preparedness offices of all CSM campuses. Resulting statistics are published in the Annual Campus Security Report. The College distributes a notice of availability of this Annual Security Report by October 1st of each year to every member of the college community. Anyone, including prospective students and employees, may obtain a paper copy of this report by contacting the Public Safety and Preparedness Department at 301-934-7888, by visiting <http://ready.csmd.edu/>, or by visiting the CSM main website at <http://www.csmd.edu/>.

Community College of Baltimore County
FY2021 Cultural Diversity Plan

CCBC is committed to providing an environment supportive of a highly 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 FY2021 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 FY2021. Section IV provides a description of a successful strategy to increase faculty and staff diversity. Section V 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:

Inclusion: *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, 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

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

SECTION II: TRENDS AND CURRENT STATUS

Students

CCBC's student population is diverse in terms of race/ethnicity, gender and age. In FY2019 our total student population was 45.0% White, 33.7% African-American/Black, 5.6% Asian, and 5.9% Hispanic/Latino.² Given our college's broad regional reach, CCBC is more diverse than Baltimore County, which in 2018 was 56.6% White and 29.0% African-American/Black.³

Our credit student body has remained racially diverse as total enrollments have fallen in recent years. In the period FY2015-FY2019, students of color increased from 54.6% to 58.5% of the credit student body. African-American/Black enrollment was flat during this period. Asian students increased from 6.6% to 8.1% of all credit students. Hispanic/Latino students increased from 4.7% to 6.1% of credit students. White enrollment has declined from 45.2% of students to 41.0%. Other racial categories are less than 6% of the credit student body.

While race and gender data on Continuing Education students was incomplete in the past, data collection has improved. In FY2019, 88.1% of students reported race information. Of those that reported, 44.1% were students of color. African-Americans were 28.6% of our Continuing Education students, while Whites were 48.6%.

CCBC is also diverse in terms of gender. In FY2019, female students made up 56.4% of enrolled students. Credit students are 60.5% female, while Continuing Education students are 52.8% female. Gender trends have been stable over the last 5 years.

Analysis of race and gender show areas where CCBC can be more diverse. Considering just credit students, there are 1.9 African-American female students for every male student. The corresponding ratios for White students is 1.4.⁴ 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 28.1 years old and 46.3 years old for Continuing Education students. Recent trends have shown growth in the number of credit students 17 or younger, due to expanded Early College high school enrollment opportunities at CCBC. From FY2015-FY2019, the number of students 17 or younger nearly doubled. The increase is particularly notable since overall CCBC enrollments declined -16.5% 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 34.3% persons of color in Fall 2019, comparable to 43.4% for the overall Baltimore County population.⁶ African-American/Black employees are 26.0% of

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.

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

CCBC's full-time employees, compared to 29.0% of the Baltimore County population.⁷ Hispanic/Latino employees are 2.0% of CCBC full-time employees, but make up 5.7% of the county population. Asians were 3.8% of the CCBC workforce, less than the 6.3% of the Baltimore County population. CCBC employees are 63.5% 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 our diversity goal, but has increased in minority representation in the last five years. Since 2015, faculty of color have increased from 26.9% to 27.7% in 2019. In that time period, African-American/Black faculty has increased from 16.9% to 17.3%. The increases are small, but given the overall stability in faculty positions it is a significant achievement. In terms of gender diversity, CCBC faculty are reflective of the student population: 59.8% female in 2019, comparable to 52.6% female for our student population.

The composition of non-faculty staff is more diverse than faculty ranks. In Fall 2019, non-faculty staff were 37.4% persons of color, compared to 27.7% for faculty.⁸ Support staff at CCBC is the most diverse group of employees, at 41.7% persons of color, followed by professional staff (34.8%) and administrative employees (21.9%), a small group of only 64 employees.

SECTION III: FY2021 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.

The most substantial activity to be undertaken is the establishment of a President's Diversity, Equity and Inclusion Advisory Council. The death of George Floyd was a catalyst for prompting institutions to reevaluate their diversity, equity and inclusion efforts. This was also true at CCBC when President Kurtinitis committed the college to the following actions.

- Provide an ongoing forum for uncomfortable conversations about race utilizing the talents and resources of the Offices of College Life and Intercultural Engagement to engage students, faculty and staff in a series of continuing discussions.
- Support and expand the professional development efforts of CCBC's Culturally Responsive Teaching and Learning initiative to influence classroom pedagogy and methodology.
- Face squarely the data that show the deficiencies in academic performance and completion of African-American students, especially African-American males, and develop active retention and completion initiatives to close those gaps.
- Analyze CCBC's hiring patterns across all categories of employees and determinedly craft improved recruitment, retention and professional development strategies to increase the

⁷ See Table 8 for Baltimore County race population data.

⁸ See Table 7 for race and employment category data.

number and presence of African-American colleagues at all levels of the organization to keep pace with the changing demographics of Baltimore County.

- Commit to using our vast workforce training capacity to help improve skills training and career opportunities to the region's African-American communities.
- Foster a college climate of equity, civility, and inclusion that embraces all students, faculty, and staff across the broad spectrum of CCBC's diverse communities.

Faculty and Staff Cultural Training Programs

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

CCBC's Culturally Responsive Teaching and Learning program (CRT-L) is designed to help faculty and staff develop a learning environment appropriate for a diverse student population. The CRT-L program is delivered in several different 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 five modules in the CRT-L Workshop series: Meanings of Culture and Race, Mindsets and Culture, Overcoming Stereotype Threat, Social Capital and Learning and a newly developed module on Understanding and Combating Implicit Bias.

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. This year the CRT-L program has increased offerings to students and staff, with materials and methods designed for these different audiences.

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 six years. The conference typically attracts 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. In addition to designated workshops for students, an evening event was dedicated to their reflection on well-being. This included a session on “Personal Baggage,” an opportunity for students to share their experiences and identities, how they deal with stress, participation in contemplative and meditative practices as well as writing a communal “I Am” poem. The students were able to connect and share vulnerability to address inequities in their communities.

FY2021 Goals for Faculty and Staff Cultural Training Programs

- Expand support for CCBC’s Culturally Responsive Teaching and Learning (CRT-L) Initiative, gradually expanding diversity training to constituents college-wide.
- Offer the CRT-L Seminar to 15 previously untrained CCBC faculty and professional staff.
- Offer the CRT-L Workshop modules to 20 previously untrained adjunct faculty.
- Increase CRT-L training to CCBC student leaders and student organizations.
- Host the FY2021 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. General Education 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 program promotes inclusion of global and cultural awareness into the curriculum.

FY2021 Goals for Curricular Initiatives Promoting Cultural Diversity

- Increase Global Education certificate enrollment to 30 new students.
- Increase short-term study abroad programs and opportunities for students to experience the 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 Students

Community colleges are often the initial higher education experience for first generation college students, students from disadvantaged economic backgrounds, students not prepared for college level coursework, and non-native English speakers. CCBC recognizes that many students are at

risk of not achieving their academic potential and has therefore developed programs designed to recruit and retain students to ensure they achieve their goals.

CCBC's Male Student Success Initiative (MSSI) is intended to increase the retention rate and improve the 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. 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 MSSI, CCBC has continued to expand its student orientation course, Academic Development: Transitioning to College (ACDV101), with sections contextualized for men of color. These ACDV101 sections are facilitated by faculty who have completed the Culturally Responsive Teaching (CRT-L) professional development training. Together, ACDV-MSSI form a comprehensive program that consists of the culturally relevant student success course, mentorship and academic coaching, and various academic and professional activities designed to bolster the academic success of students of color. CCBC partnered with MDRC, a nonprofit, nonpartisan education and social policy research organization, through the Men of Color College Achievement (MoCCA) Demonstration Project to refine and evaluate the efficacy of the ACDV 101 contextualized course and the Male Student Success Initiative (ACDV-MSSI). The MoCCA study of ACDV-MSSI is supported by the Institute of Education Sciences, U.S. Department of Education, and study results will provide evidence on what programs might best support persistence and degree completion for men of color.

FY2021 Goals for Programs for Retaining Students

- Refine and evaluate ACDV 101 for Male Students of Color and the Male Student Success Initiative (ACDV-MSSI) in conjunction with MDRC Men of Color College Achievement Project (MoCCA)
- Collaborate with Baltimore County Public Schools to deliver a Pathways in Technology (PTECH) Early College High School at Dundalk High School and to establish a new P-TECH at Owings Mills High School
- Design a Diversity Scorecard to create data-driven solutions to narrow achievement gaps, and measure the impact of specific strategies and progress toward reducing inequities for at-risk students.

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 collaborative 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 the Maryland Higher Education Commission (MHEC) to provide instruction and training of the student body, faculty, and staff to enhance cultural diversity programming and sensitivity. The team has 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 that facilitate conversation among students, faculty, staff and the community on issues important to cultural diversity. 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. Topics range from religious diversity, microaggressions, language variances and codeswitching, LGBTQ concerns, white privilege and intersectionality.

To help students adjust to life on a college campus, 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. 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 every 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.

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.

FY2021 Goals on Cultural Diversity and Campus Life Programs

- Review an appropriate staffing model for the Office of Intercultural Engagement.

- Continue the recruitment of faculty and staff to participate in semester long conversations on race. The book *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools* by Glenn Singleton will continue to be used as the teaching guide.
- 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.
- Increase diversity training to student athletes.
- Increase the amount of Office of Intercultural Engagement Mosaic Talks to reach different academic disciplines.
- 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.
- In response to the increase of online learning, Lesson Plans for the Mosaic Talks will be created to be used in the online format.
- Provide programming to support the Community Book Connection for FY2020-2021: *The Truth About Stories, A Native Narrative* by Thomas King.

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) assists 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 involving students with disabilities.

Disability Support Services participates in the Workforce Recruitment Program (WRP), which provides an opportunity for students and recent graduates to submit a resume and participate in job interviews with public and private sector employers. The results of all the interviews are assembled into a database that is shared with employers to help students with disabilities to find an internship or permanent employment. Disability Support Services coordinates with the Career Services center to complement the work done by the Workforce Recruitment Program.

The Gamma Beta Chapter of the Delta Alpha Pi International Honor Society was established at CCBC in 2013. Membership in Delta Alpha Pi is by invitation only for those students that self-

identify as having a disability and meet the following academic criteria: 24 completed college credits and a GPA of 3.10 or higher. Members of Delta Alpha Pi serve as role models for other students with disabilities.

Disability Support Services (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. Training for our public safety officers on working with students with disabilities was added in 2018.

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 credit and non-credit students.

LGBTQ Students

CCBC established the Lesbian, Gay, Bisexual, Transgender, Questioning + (LGBTQ+) Online Resource Center to support the college's LGBTQ population. The Online Resource center includes resources at CCBC and links to national organizations. Efforts to support LGBTQ students are coordinated through the Office of Intercultural Engagement and the Sexual Minorities Advocacy Committee. 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 an inclusive, welcoming and supportive environment. This year, members of SMAC partnered with representatives from the School of Continuing Education to ensure that LGBTQ support services are also available to non-credit students.

Each campus has staff available for LGBTQ students to turn to for help. CCBC sponsors Proudly Rallying behind the Intersectionality of Social Minorities (PRISM), a student organization for LGBTQ students. CCBC has a Preferred Name policy, available to students and staff. The preferred name is used in most places 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. International Student Services 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 hosts events during International Education Week to recognize international students, education abroad, and internationalization.

FY2021 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.
- Add to the Safe Zone training work series by creating Brave & Safe Space training workshops for faculty and staff for underrepresented groups such as Veterans and Undocumented Students.
- 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 Misconduct Prevention

CCBC is committed to maintaining a learning and working environment for students, faculty, and staff that is free of sexual misconduct and harassment. Sexual misconduct 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 misconduct, including sexual assault, and the college provides educational materials and programs. Education efforts include the on-going discussion of the sexual misconduct policy and an understanding of what constitutes sexual misconduct, procedures for addressing alleged sexual misconduct, and methods for prevention of sexual misconduct. Ongoing educational programs are also held for faculty, staff, and students.

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. 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, maintaining a respectful workplace & civility, managing difficult conversations, combatting implicit bias, and understanding the meaning of culture and race. 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.

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

Within the Human Resources Department, there are Employee Relations/Equity partners assigned to each of the college’s administrative units dedicated to work with employees to address 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.

FY2021 Goals on Increasing the Diversity of CCBC’s Employees

- Analyze and repurpose CCBC’s hiring practices as appropriate to revised goals based on Baltimore County demographics.
- Provide sexual misconduct prevention training to all employees. Monitor compliance with the annual training requirement.
- Provide search specialist training for CCBC staff. Train 10 more search specialists.
- Assure recruitment outreach to diverse populations by advertising available positions in a wide range of venues including Monster.com, Military.com, Hire Disability Solutions, Maryland Workforce Exchange, Department of Veterans Affairs, Local Universities and Community Colleges, Diverseeducation.com, Diversity Jobs.com, HBCU Connect Network, Hispanic Outlook, Latin Opinion, Afro-American, and Higher Education Research Consortium.

SECTION IV. INCREASING THE DIVERSITY OF FACULTY AND STAFF

CCBC is committed to ensuring equal opportunity and non-discrimination in all of its hiring and employment practices and has policies and procedures in place to ensure that search and hiring practices promote a diverse workforce. The diversity of our employees is regularly reviewed and strategies have been developed to address underutilization of minorities as well as other underrepresented groups. A strategy that has proven somewhat effective in increasing the diversity of faculty and staff at CCBC has been to broaden candidate pools and expand outreach and advertising. CCBC has developed and strengthened policies and procedures to ensure that 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). We pay particular attention to the language used in our recruitment efforts to be sure we are inclusive and appealing to those with different backgrounds and experiences. Additionally, we have found that it is important to recruit early for positions. Our measureable diversity increases have been modest, but along with expanding advertising CCBC is also strengthening the diversity and inclusion training of members of its search committees to reduce bias in the candidate selection process.

SECTION V. 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.cbcmd.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 Department of Public Safety 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.



**Maryland Higher Education Commission (MHEC)
2020 Cultural Diversity Report**

I. INTRODUCTION TO FREDERICK COMMUNITY COLLEGE

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, “*Focused on teaching and learning, Frederick Community College provides affordable, flexible access to lifelong education that responds to the needs of diverse learners and the community.*” FCC is a mid-sized institution with close to 9,000 credit students and 6,000 continuing education and workforce development students per year. FCC students come from 59 countries, are 37% Students of Color, and 25% first-generation credit-seeking students. The College values being the community college in Maryland with the highest graduation and/or transfer rates for students.

FCC has a diversity, equity, and inclusion (DEI) infrastructure that includes: the Office of Diversity, Equity, and Inclusion with a senior diversity officer, the President’s Diversity Advisory Council, Multicultural Student Services, Adult Services, Veteran and Military Services, English as a Second Language Programs, as well as other student-centered and employee-centered programs. The FCC cultural diversity work is grounded in our College-wide 2019-2024 Diversity, Equity, and Inclusion Strategic Plan.

II. INCLUSIVE EXCELLENCE AS KEY TO INSTITUTIONAL SUCCESS

As an institution, Frederick Community College is fully committed to the goal of *inclusive excellence*; that in order to be excellent—as an institution and as individuals—we must be inclusive. An inclusive institution promotes and sustains a sense of belonging across multiple dimensions of difference, including racial and ethnic diversity. 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 center equity and inclusion in everything they do, be innovative, and lead with authenticity. Listed below are a few of the significant diversity, equity, and inclusion achievements of the institution for the 2019-2020 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. In 2019-2020, the first year of implementation of the strategic plan, work focused on assessing and beginning the process of understanding where and how the racial equity gaps in access and success – specifically for African American/Black and Latino/a/x students – lie. The efforts focused on students in math and English, as these are gateway courses that impact access to multiple degree and career pathways.

- This coming year (2020-2021), the Board of Trustees centered racial equity as an annual strategic priority, with a focus on: developing equity as an institution wide principle; determining benchmarks; and implementing high impact practices to further racial equity.
- The College continued to offer an extensive professional development calendar for faculty and staff. We offered 22 sessions throughout the school year to build faculty and staff capacity to be culturally conscious and responsive, including sessions in March and April 2020 that offered faculty the tools they needed to ethically and effectively support struggling students during the COVID-19 pandemic.
- The President’s Diversity Advisory Council (PDAC), a College-wide diversity, equity, and inclusion (DEI) leadership group, focused on four main areas of leadership capacity building, including 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.
- The College received a US Department of State grant that made it possible for four faculty in Nursing, Communications, English, and Social Sciences travel to Ghana in January 2020 to develop accessible and inclusive study abroad courses for students in 2022 and beyond.
- The College expanded the recruitment of the traditionally underserved students in the areas of Frederick County experiencing population growth. The focus was on the students’ entry into the College and to smooth student transitions between Adult Basic Education, GED preparation, English as a Second Language (ESL), other noncredit programs, and credit programs. The College also conducted research, implemented surveys, and developed plans for “FCC Express on the Road Days” to provide admissions and enrollment services through planned targeted outreach at the Asian American Center, Housing Authority, and Centro Hispano.

III. INSTITUTIONAL PLAN TO IMPROVE CULTURAL DIVERSITY

Guided by the College Diversity, Equity, and Inclusion (DEI) Strategic Plan for the next five years, DEI efforts are oriented 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. A 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 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 the College continues 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 address racial equity gaps in access and success; an evaluation of our hiring practices to make sure the College is 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 to 11.9% during the past five years while the general College population declined by 1.1%. Currently, 37.4% 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 2015-2019

CREDIT STUDENT PROFILE REPORT Frederick Community College Fall 2015-2019							
	2015	2016	2017	2018	2019	% Change 2018-19	% Change 2015-19
Total Credit Headcount (Unduplicated)	6,197	6,252	6,220	6,000	6,129	2.2%	-1.1%
African American/Black	785	777	787	738	799	8.3%	1.8%
<i>Percent of Total</i>	12.7%	12.4%	12.7%	12.3%	13.0%		
Native American	24	21	14	15	13	-13.3%	-45.8%
<i>Percent of Total</i>	0.4%	0.3%	0.2%	0.3%	0.2%		
Hispanic	662	683	726	746	801	7.4%	21.0%
<i>Percent of Total</i>	10.7%	10.9%	11.7%	12.4%	13.1%		
Asian	289	283	300	268	284	6.0%	-1.7%
<i>Percent of Total</i>	4.7%	4.5%	4.8%	4.5%	4.6%		
White	4,150	4,152	4,003	3,867	3,838	-0.7%	-7.5%
<i>Percent of Total</i>	67.0%	66.4%	64.4%	64.5%	62.9%		
Other***	60	56	94	71	63	-11.3%	5.0%
<i>Percent of Total</i>	1.0%	0.9%	1.5%	1.2%	1.0%		
Multiple Race***	227	280	296	295	331	12.2%	45.8%
<i>Percent of Total</i>	3.7%	4.5%	4.8%	4.9%	5.4%		
Total Students of Color	2,047	2,100	2,217	2,133	2,291	7.4%	11.9%
<i>Percent of Total</i>	33.0%	33.6%	35.6%	35.6%	37.4%		

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, 95% women, and 58% Students of Color. The median reported annual household income of Parents Lead students is approximately \$29,450: \$4,350 above the Frederick County poverty line for a family of four and \$57,706 below the Maryland ALICE (Asset Limited, Income Constrained, Employed) household survival threshold for a family of four. Students in this program regularly outperform College benchmarks in student success and retention. The program retention rate of 88% supersedes that of the average FCC student by 11%. The program has been nationally recognized for its innovative approach to serving working mothers, and has recently been awarded a College Success for Single Mothers capacity building grant by the National College Transition Network.
- 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 (Student Homelessness Initiative Partnership) of Frederick County, Frederick County Public Schools (FCPS) Linking Youth to New Experiences (LYNX) program, and Frederick County Workforce Services, and will continue to expand outreach efforts annually. Two open houses with these partners were scheduled (the one in March was cancelled due to COVID-19).
- Workforce Development expanded Dual Enrollment to include reduced-cost access to non-credit healthcare courses by students at Frederick High School that are part of the LYNX program and other Frederick County Public Schools students who select on-campus course sections. Students can select from either Dental Assisting or Certified Nursing Assistant programs.
- The Continuing Education team explored additional off campus locations to reduce barriers to participation for Students of Color in the Institute for Learning in Retirement by offering classes at senior centers and regional libraries. The College also offered free wellness courses with the Frederick Senior Center and Parks and Recreation.

- The Admissions Office coordinated events for 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 as a Second Language (ESL) program to provide community outreach to English Language Learner (ELL) students 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.
- The FCC Board of Trustees developed a 2018-2019 annual strategic priority to create an Early College 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). In fall 2020, the program is offering qualified FCPS students, including students from historically underrepresented populations 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 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 the per credit hour rate, which is discounted by 75%. Applications from qualified students from underrepresented groups are 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 first Early College cohort consisted of 24 students; 54.1% are from an underrepresented populations and 41.7% are Students of Color; 4.3% higher than the general FCC population. Early College staff will continue to recruit students from county high schools with more Students of Color for future cohorts.
- In order to provide ESL students with opportunities to transition more quickly into employment or training programs for Frederick County’s in-demand occupations, the Adult Education program partnered with local employers and FCC CEWD program managers to design and offer Bridge to Careers classes for ESL students to learn English and occupation-specific training simultaneously. In the Bridge to Careers: Banking course, 80% of the participants were invited to discuss employment opportunities by one of the local banks. The Bridge to Careers: Healthcare course generated enough interest to

support two sections. This class allowed students to complete all requirements for FCC's required Foundations of Healthcare course at no-cost while also receiving contextualized English language instruction. The Adult Education and ESL Transitions Specialist held monthly programming at all three FCPS high schools with ELL students to provide on-site Accuplacer ESL testing, Financial Aid workshops, and share educational opportunities available at FCC. Targeted ESL courses were offered at a reduced cost to support student access. The Academic ESOL sequence was revised to reduce student completion time by moving from a maximum four course (16 credit), four semester sequence to a maximum six-credit, one semester, college-ready entry point. Three of the six credits count toward graduation requirements in the form of transferable free electives, and the change opened up the opportunity for students to co-enroll in additional general education courses while developing language skills.

- The Mid-Atlantic Center for Emergency Management & Public Safety (MACEM&PS) at FCC serves as a national education and training center specializing in preparedness, planning, and partnerships. In 2019, in addition to multiple other diversity initiatives, the MACEM&PS developed training courses for DHS, National Training and Education Division focused on food, water, and shelter. The content was developed by a subject matter expert team which included representatives from traditionally Hispanic and Black colleges and universities to bring a broad perspective to our work. One of the MACEM&PS consultant team members authored a book entitled "Cultural Competency for Emergency and Crisis Management Concept Theories" (2020), which is used as a resource for MACEM&PS staff, students, and to support course development. Over the past year, the MACEM&PS provided marketing displays to 15 public school systems designed to inspire non-traditional population groups to select a career in public safety.

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 FCC 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 who are engaged in MSS have higher persistence and graduation rates than those who are not engaged. Students receiving services from MSS are retained at higher rates when compared to their FCC peers (measured by fall-to-spring 81% vs 70% and fall-to-fall 55% to 44% retention). The mission of the office is to help ensure a smooth transition to the College and to increase the probability of success for each participant. Despite the global pandemic, the office provided over 30 cultural engagement programs during the 2019-20 academic year and successfully transitioned all programs and offerings online. This includes (but is not limited to) critical thinking discussions, in-class co-curricular sessions, study skills workshops, goal setting initiatives, and leadership development programs. MSS continues to effectively addresses access and retention for first year

Students of Color through the Partnership for Achieving Student Success (PASS) program. The success of the PASS program is demonstrated through fall-to-fall retention rates where 62.5% of the PASS cohort from the fall 2018 semester that returned in fall 2019 was higher than the PASS-eligible cohort who did not participate in the program (52.3%) and FCC campus-wide fall-to-fall retention rate (44.3%).

- The Veteran and Military Services (VMS) Office 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) consists of several programs that serve at risk, non-traditional aged students. More than 57% of those seen for services last year identified as racial/ethnic minority students. Project Forward Step (PFS) serves single parents and adults age 24 and over who are low-income, out-of-workforce, or homeless. Services include intake interview and needs assessment, academic advising, career counseling, and support. PFS operates from an educational case management model, encouraging mid-semester contact and conducting outreach if needed, and provides referrals to College and community organizations and resources to address student financial and personal needs. Also housed in Adult Services is Adult Ed STARS (Student Transitions, Assistance, Resources, and Support) for FCC GED completers who wish to transition to college coursework or training. Academic advising and educational case management is designed to increase access and goal completion. In FY 2020, students involved in OAS had higher retention rates (73.3%) compared to the general student population (70%) as well as a 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, 30 STEM Scholars will receive funding of up to \$6,500 beyond Pell awards 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 College 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 first STEM Scholars cohort is currently being admitted for the fall 2020 semester.

- 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. Since 2017, every year results have been positive, with increases in the probability of students placed into developmental courses successfully completing their math and English requirements.

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 seven years has been on improving the recruitment of racially diverse faculty, administrative, and support staff. While FCC increased faculty representation from prior years to 19% in fall 2015, the College experienced a 2.2% decline between fall 2015 and fall 2019 to 16.8%. The data also show a decline in the percent of minority full-time administrative and support staff between fall 2015 and fall 2019 (-3.5%), despite meeting the MHEC Performance Accountability benchmark of 21% in fall 2017. These declines are of concern for the College. The College created specific strategic goals to address the racial diversity of employees. For example, the DEI Strategic Plan includes one domain that specifically focuses on recruitment, hiring, and retention of racial/ethnic minority faculty and staff with six action items to address these declines. 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 2015-Fall 2019

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
Percent minorities (nonwhite) of full-time faculty	19.0%	18.2%	18.6%	17.1%	16.8%	21.0%
Percent minorities (nonwhite) of full-time administrative and support staff	19.3%	19.0%	21.0%	18.0%	15.8%	21.0%

Improvements have been, and continue to be made, with respect to recruiting racially diverse faculty and staff. The following three FCC interventions offer different strengths which are supported by literature and research around diversifying hiring. These strengths include an emphasis on: 1) recruiting a diverse applicant pool with consistent processes; 2) yearly training on how to reduce implicit bias in searches and how to approach it if bias seems to be a concern; and 3) diverse representation on our search committees and interview questions which communicate our institutional commitment to diversity and how diversity, equity, and inclusion are central to all work at the College. Here are some of the details of those interventions which make them particularly effective:

1. Human Resources reviews racial diversity beginning with applicants from the initial pool through first round screening to ensure the minimum requirements do not adversely impact applicants. Before Search Committees do an initial screening of candidates, HR reviews the pool for a goal of 19% racial/ethnic minority representation. If the goal has not been met, the Senior Leader for the area needs to approve that the search can still move forward without further recruitment to diversify the applicant pool. In FY 20, the College conducted 85 searches and only six of those searches did not meet the 19% threshold for diverse applicant pool by the best consideration date. All six of those searches had their best consideration dates extended by the Senior Leader, at which point Human Resources continued recruitment, and at the extended date three of those remaining six searches met the 19% goal. Therefore, 96% of the College searches had an applicant pool that was racially diverse at 19% or higher. In 2020-2021, we are conducting further review of the diversity of the applicant pool throughout the process.
2. All hiring is done by search committees with diverse (defined broadly) 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. All Search Chairs are required to do an annual two-hour training on the impact of unconscious bias in hiring processes. All Search Committee members do a one-hour session on interrupting unconscious bias in hiring.
3. Every search has a pre-determined list of questions determined by the Search Committee prior to reviewing candidates. This list must include questions that assess the candidates' interest, capacity, and comfort with diversity, equity, and inclusion.

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 Office of Diversity, Equity, and Inclusion (ODEI) offered 22 professional development opportunities for faculty and staff. These sessions, ranging from two to three hours to full-day engagements, covered topics such as facilitating difficult conversations, understanding the impact of 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.
- Until March 2020 due to COVID-19, 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 ODEI and the Center for Teaching and Learning (CTL), the College continued a Campus Book series with *Born a Crime by Trevor Noah* to strengthen abilities of students 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 a total of 569 students, faculty, and staff.

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 that promoted diversity and helped students to identify and grow their identity of self and others included planned lectures, workshops, field trips, theater productions, movies, and experiential opportunities that focused on social awareness, diversity, and cultural sensitivity and competency. The FCC Student Food Pantry is for those students who are in need of food and do not have the means to purchase sustenance on campus. This intervention is essential to supporting Students of Color because national and local statistics show that Students of Color are disproportionately impacted by food insecurity. The purpose of the pantry is to alleviate hunger so that students are able to focus on their studies. Students are allowed to visit the pantry once a day and take two items per visit. Food in the pantry is donated by local agencies, employees of the College, and student organizations. During the 2019-2020 academic year, many faculty included the availability of the pantry on their syllabus and the food pantry visits more than doubled each month. From July 2019 – February 2020 (last recorded numbers due to COVID-19), the pantry was visited 3,477 times compared to 1,571 visits over the same time period in 2018-2019. During the COVID-19 crisis, the College highlighted and connected students with multiple partners in the community who were providing food daily, weekly, and/or monthly.

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

FCC works to ensure that the College 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 Security and Fire Report is accessible on the website (<http://www.frederick.edu/faculty-staff/campus-security.aspx>).

Bias/Hate Crime at Frederick Community College

As connected to the introduction of the FCC [Hate-Bias Response Protocol](#) in 2018, the College officially began tracking hate-bias incidents in February 2019. 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 call College Security 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 Dean of Students & Director of Athletics the Title IX Coordinator (Vice President for Human Resources if involving employees and the Dean of Students & Director of Athletics if involving students). All College officials (staff, faculty, and administrators), serve as “responsible employees” and are required to report crimes. The 2019 College Security & Fire Report had no reportable Clery Crime statistics for years 2016-2018.

VII. FUTURE FOCUS

FCC is proud of the work accomplished in 2020, especially given the impact of COVID-19 in the community and the world, and will continue building and sustaining a diverse and engaged College community through multiple innovative initiatives. A few of the future priorities, all central to the Diversity, Equity, and Inclusion Strategic Plan, include:

- Strengthening and implementing the College plan to close racial equity gaps in access and success by 2024 (also a Board of Trustees annual strategic priority in 2020-21).

- 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 seek to build student capacity to interact across difference.
- Developing professional development paths for faculty and staff around racial equity.
- 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 thrive.



Garrett College Cultural Diversity Plan

2020 Update and Progress Report

**Approved and submitted by the
Garrett College Board of Trustees
July 21, 2020**

- 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.

As a result of the August 2018 Prince George’s Community College team visit and their subsequent February 2019 comprehensive report, two sets of recommendations respectively dealing with employee and student engagement were made. 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. The College’s FY21-FY25 Strategic Plan has been restructured and removed the initiatives that had previously closely aligned with this plan. Despite the changes, addressing the needs and experiences of a diverse student population is still the driving force of the Strategic Plan and the College’s Diversity plan will continue to support more efficient and effective practices toward diversity, equity, and inclusion at Garrett College. 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: 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 was selected to serve as the College's Diversity Officer in the spring of 2019. The Diversity Officer is tasked to cultivate a work and learning environment that encourages and supports diversity and inclusion. The College is developing a survey to send to faculty, staff, and current and graduate students regarding responses to current realities around racial equity in today's society. Responses will be assessed and small focus groups developed to guide further actions. 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 2020- Research best practices for recruiting student participants and council guidance; Fall 2020- Advertise and recruit; Fall 2020- Spring 2021- 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. Completion of this strategy may be impacted by the college's fall operational status in response to the COVID-19 pandemic.

Goal 2: To increase opportunities for employee engagement around the topics of diversity, equity, and inclusion (Strategic Plan Goal 2, Objective 2).

Strategy 1: Develop/acquire/deliver continued workplace cultural competency and humility education.

Responsibility: Director of Equity & Compliance

Timeline: 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: In progress. 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. By June 2019, 100% of full-time faculty, staff, and head coaches have completed the program. Foundational course completion is required of all incoming employees. The Diversity Officer 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 and 2019 reports.

Strategy 2: Bring faculty, staff, students, and guest lecturers together for cultural diversity discussions, employing local and regional 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 2020.

Measures: Number of events and/ or discussions held; evaluations.

Status: *In progress; In February 2020, the College held a Black History Month Program Series. Two speakers from West Virginia University came to campus; participation was very low. In March 2020, the College held a Safe Zone training on campus and 4 students and 12 staff members participated; was very well received by participants. This topic is especially critical in these present times and will be a top priority to address in the 2020-2021 school year.*

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

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

Timeline: FY20-FY21

Desired Outcome: At least one roundtable, either external as part of the MD Community College Diversity Roundtable group or an internal, held by May 2021.

Measures: Number of roundtable discussions held; feedback from participants

Status: *This is currently in the planning stages. The College virtually hosted the MD Community College Diversity Roundtable in June with a focus on racial injustice and the impact of COVID-19 on campuses. The College would like to have its Council on Diversity, Equity, & Inclusion created and running so these individuals can participate in these conversations in the future.*

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 2, Objective 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: *Completed, on-going. 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. In March 2020, a Safe Zone training was held on-campus. Four students and 12 staff members participated and it was well received. The Diversity Officer will work with training staff to take the evaluation feedback to guide future trainings and campus programming to make the campus more inclusive and respectful of its LGBTQ+ community.*

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

Responsibility: Dean of Student Affairs, Director of Student Development

Timeline: Long-term; continuous

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*

2020 and spring 2021 semesters. With the COVID-19 pandemic, the college made information available to students for virtual counseling through Glocker. Based upon referral data, more programming and services related to depression and anxiety are being explored.

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

Responsibility: Dean of Student Affairs, Director of Student Development, Dean of CEWD

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. In response to the COVID-19 pandemic, the College is also investigating bringing health services to campus on a permanent basis. A meeting is scheduled with the Garrett Regional Medical Center leadership in mid-July to discuss a potential joint venture in support of a health center.*

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: *On-going. For the 2019-2020 school year, there were four staff members on the rotation; however, the scheduled medical trips were significantly under-used in comparison to past years. For example, trips to a local medical provider were reserved every Friday, yet in the entire school year, only one trip was made. From the April 2019 Student Feedback survey, 50% of residential students stated that the transportation schedule met their needs. 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: *The Students in Need Group, or 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 continuously aid students in poverty; however, the College's main focus at this time 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. For the fall 2019 semester, the College was able to implement the use of OER in 7 of the 13 ENG 101 sections and the ENG 252 course. 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. Total student savings for the fall 2019 semester was \$77,758. The savings was primarily due to the availability of used, rental, and eBook options. The "one stop shop" implementation continues to be researched however no plan has been approved at this time.*

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 assessing its facilities to install openers on the remaining doorways and is developing a plan to provide funding for this project over the next few years. From an April 2019 Student Feedback Survey, 86.25% of students who required an ADA accommodation stated that their needs are being met. 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 2, Obj. 2).

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

Responsibility: Assessment Team Co-Chairs Christa Bowser and Kelli Sisler

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 2019-2020 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.*

2020 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	87	61	70%	Met Objective
	SOC 101 Course Embedded Writing Assignments	89	74	83%	
	Study Abroad Reflection	3	3	100%	Met Objective
	SOC 101 Quiz 3 (not administered in Spring because of Covid-19)	19	16	84%	Met Objective
2	Assessment	# Students Evaluated	# Students That Met Objectives	% That Met Objectives	Comments
	PSY 101 Course Embedded Writing Assignments	95	80	84%	Met Objective
	SOC 101 Course Embedded Writing Assignments	89	74	83%	Met Objective
3	Assessment	# Students Evaluated	# Students That Met Objectives	% That Met Objectives	Comments
	PSY 101 Course Embedded Writing Assignments	75	67	89%	Met Objective
	GEO 201	19	19	100%	Met Objective
	Study Abroad Reflection	3	3	100%	Met Objective

As seen in the table above, all assessed courses met all of the outcomes and objectives. Dr. Terry Kasecamp developed a cultural competency assessment. While this assessment is still in draft form, it will be finalized and implemented as part of the FYE curriculum starting Fall 2020.

Strategy 2: Build relationships between commuter and residential students.

Responsibility: Dean of Student Affairs, Coordinator of Community Outreach

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. At the start of the fall 2019 semester, the Student Activities Manager (now Coordinator of Community Outreach) and the Director of Equity and Compliance incorporated a “getting to know you” or “icebreaker” type of activity, known as “Walk Apart, Walk Together”, among the incoming students during orientation that addressed the differences and commonalities of the student population. If an in-person orientation is permitted (due to COVID-19) for the fall 2020 semester, this activity will be continued the help start a conversation and continue to build relationships 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 2020-2021 school year. This school year will present a challenge with the current pandemic and the need to alter campus operations for the health and safety of the community. In the 2019-2020 school year, the College held events for Black History Month and National Coming Out Day to name a few; however, participation was low. 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: *Due to the pandemic, the college was unable to complete the planned 2020 Student Opinion Survey. The College continues to make progress in the way of improving the residential student experience. One of the biggest concerns presented by residential students was related to internet speed. As a result of the 2018 Student Opinion Survey, this was addressed late fall of 2018 and 62% of residential students stated they were satisfied with the improvements (data from the April 2019 Student Feedback Survey). The reformatted residence hall meeting model continues to be successful, and the larger meeting format resulted in better attendance and positive feedback from the students. For the opening meeting for the fall 2019 semester, 128 residents attended. Additional hall meetings held in the fall 2019 and spring 2020 semesters saw over 100 residents in attendance. Additionally, the Residence Hall Manager and student staff provided increased programming opportunities in the 2019-2020 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, Coordinator of Community Outreach

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. The 2nd Annual Welcome Week Luncheon, sponsored by the Chamber, saw over four dozen students in attendance. The annual Trick or Treat in the Halls welcomed over 100 kids and their families from the outside community for a night of safe trick-or-treating. Additionally, international students continue to participate in the Garrett College and Garrett County Public Schools diversity*

program initiative. The partnership strives to provide GCPS elementary school students with exposure to different cultures.

Strategy 6: Develop agreement with Thread organization.

Responsibility: Dean of Student Affairs, Director of Admissions

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: *Completed; on-going. 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. Prospective students came to 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 established an MOU in September 2019. Two students attended the College and lived in the halls during the fall 2019 and spring 2020 semesters. The Academic and Advising Success Center is currently tracking their success, and the College periodically provides updates to Thread, upon request. Both students did not do as well as planned in the fall semester, so some additional touchpoints have been put in place by both GC and Thread. No additional Thread students enroll in the spring 2020 semester. The Director of Admissions attended a GC night at Thread in Baltimore in January and a post-high school kickoff night in February to promote GC to prospective students. Thread is very much still advocating and pushing for the GC cohort. Thread representatives met on campus on March 3rd with staff/admin involved and checked in with the students. The College continues to work with Thread to support this cohort program.*

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

Responsibility: Dean of Student Affairs, Director of Admissions

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 fall 2019 semester, the College had six returning and two new international students in attendance. In order to increase our international student enrollment, the College is looking to expand that particular population. There is still ongoing discussion with LADO. Representatives from Admissions and Student Affairs is working to schedule to meet with and visit LADO to establish an MOU agreement and recruit students for fall 2020. As far as other international recruitment, the College has become a member of the Maryland International Education Consortium (MIEC) to utilize their recruitment resources and trainings. The College is present on the StudyMaryland.org website and MIEC does at least two large international recruitment tours each year. MIEC is also pushing legislation to change to allow for the hiring of 3rd parties to recruit internationally. Currently, Maryland is one of the only states that doesn't allow for this to happen.*

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 2018-2019 school year had 80 incident reports and 6 suspensions. The 2019-2020 school year is ending with 96 incident reports and 2 suspensions. Of the 96 incident reports, 11 students were sanctioned to complete one of the two educational programs concerning alcohol or substance abuse violations. Four of the eleven students have not yet completed the course and are in danger of being suspended for a violation of their probation terms, although three of the four only need to complete the short Part II of the course. The College expects to see a continued reduction of violations and suspensions in the 2020-2021 school year.*

Goal 5: To ensure the College is able to attract and retain a diverse, well-qualified, and competent workforce. (Strategic Plan Goal 4)

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. Continuing with a focus on an effort to work toward better student service and relations, the College has utilized its Employee Assistance Program training offerings. Topics varied but many covered the importance of communication, such as "Building a Culture of Respect", "Communicating Effectively in a Diverse World", and "Customer Service Excellence". 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. The College implemented the first year of the plan in FY20 and has proposed to fund year 2 in FY21 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 2019, non-white student enrollment was 23%, which far exceeds the minority representation of Garrett County, which is less than 3%. 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	45.1%	13.9%	18	15
2019-2020	41.8%**	10.6%	8	6

*Retention will not capture Allied Health ACM transfer students, so this does not necessarily mean the students are not retained or successful. It just means it is hard to track those students as retained at GC because that is not the purpose of the Allied Health Transfer program.

**Fall 2020 students are still registering- number likely to change.

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 2019 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 one accomplishment to highlight from the 2019-2020 school year. In January of 2018, two staff members and one faculty member attended the LGBTQ Academy SafeZone Train-the-Trainer Program offered by OutAlliance. One of the staff members has since left, however, the two remaining employees worked diligently to prepare a SafeZone training program for the College. In March of 2020, the college was able to hold its first in-person SafeZone training. Four students and twelve staff members were in attendance and the training was well received. The training was interactive and very informative for the participants. Individuals, including a faculty member and two students, shared their experiences both on and off-campus to help shed light on issues and concerns related to the campus climate, discrimination, and lack of understanding.

Participants were asked to complete an evaluation after attending the course and rated it highly with regard to the knowledge of the presenters, usefulness of the content, and the ability to create a comfortable space where participants felt safe to speak and share. Many of the participants noted that they knew very little with regard to the LGBTQ community and felt that they had a better understanding after the training and could help create a safe and inclusive community at Garrett. The evaluations and discussion have helped to bring to light the areas where the college needs to improve to help support our students. Real-life testimonials brought to the forefront issues where not only students, but also employees, felt there needs to be improvement. There are future plans to hold more trainings, as well as discussion about what the college could do to be more inclusive and the trainers are working with the Director of Equity and Compliance to help implement some of the suggestions to do so.

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 regarding Equal Opportunity, Harassment and Nondiscrimination 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 2020

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 2010 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 27.7 percent in FY20 exceeded that of the county's minority population (approximately 21.8 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, MD Population by Race and Hispanic Origin 2017-19

	V2017		V2018		V2019		% Change V2017 to V2019
	Population	% of Total	Population	% of Total	Population	% of Total	
Total Population (estimates)	150578	100%	150926	100%	151049	100%	0.3%
Race							
American Indian/Alaskan Native	452	0.3%	453	0.3%	453	0.3%	0.3%
Asian	2861	1.9%	2868	1.9%	2870	1.9%	0.3%
Black or African American	17,166	11.4%	17,658	11.7%	18,277	12.1%	6.5%
Native Hawaiian/Pacific Islander	151	0.1%	151	0.1%	151	0.1%	0.3%
White	125,733	83.5%	125,269	83.0%	124,766	82.6%	-0.8%
Two or More Races	4216	2.8%	4377	2.9%	4531	3.0%	7.5%
Ethnicity							
Hispanic/Latino	7077	4.7%	7546	5.0%	8157	5.4%	15.3%
Minority Status							
White alone, not Hispanic or Latino	120,161	79.8%	119,232	79.0%	118,120	78.2%	-1.7%
Minority	30,417	20.2%	31,694	21.0%	32,929	21.8%	8.3%

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 6), objectives and action plans. In doing so, HCC continues to improve its planning/evaluation model and bring about positive change related to improving cultural diversity among students, faculty and staff. Bulleted below each relevant goal of the 2022 Strategic Plan are updates regarding progress with impact on cultural diversity made since FY19.

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); 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 FY20 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, International Club, Pride Alliance, Anime Club and Christian Fellowship 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 has continued.

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

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

Action Plans:

3.2d Develop strategies to continue the growth of minority student enrollments (FY18-FY22)

3.2e Develop and maintain ESL curricula in ABE, developmental, and college-level courses (FY19-FY22)

3.2l Continue to provide financial literacy as part of loan counseling and present workshops to selected student groups (FY18-FY22)

3.2r 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)

3.4 Provide special services to reach out to underserved populations

Action Plans:

3.4a Monitor the effectiveness and make improvements to student services programs that assist at-risk students (FY19)

3.4e Implement marketing initiatives specifically targeted at underserved populations (FY18-FY20)

3.4g Strengthen the ABE / GED / EDP programs (FY18-FY22)

3.4h Expand credit and credit-free short term training programs for those entering the job market or making a career change (FY18-FY-22)

3.4j Continue to serve the prison populations at the five Western Maryland prisons by providing computer and vocational training (FY18-FY22)

3.4k Enhance Library and Learning Support Center support for adult literacy programs and ESOL (FY18-FY19)

Accomplishments in FY20 related to Cultural Diversity:

- The College's minority student enrollment in FY20 was 27.7 percent, reflecting a higher degree of ethnic and racial diversity than found in the county (approximately 21.8 percent).
- The full-time Multicultural Recruiter position encourages prospective minority students to enroll in either adult education courses, credit courses, or non-credit courses; additionally, the Multicultural Recruiter visits area businesses lead by diverse owners and/or employing a diverse workforce to encourage enrollment.
- 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. HCC has an additional source of student financial assistance via the Opportunity Fund (college funded) and Alumni Angel Fund (HCC Foundation funded) for those who do not qualify for Pell grants or who require additional financial assistance.
- Events sponsored by HCC to promote cultural diversity and understanding throughout the year included the Martin Luther King, Jr. Celebration of Diversity, co-sponsoring the annual Hispanic Festival, Black History Month Celebration and information table, Women's History Month Celebration and information table, Hispanic Heritage Month Celebration and information table, and Irish-American Heritage Celebration and information table. 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, International Club, Pride Alliance, Anime Club and Christian Fellowship Club. The SGA Program Board sponsored LGBT speaker Cory Wade, who spoke on Gender Fluidity in Today's Society as well as Race Relations speaker Aaron Jenkins; both speakers were well received by students, faculty and staff. The Student Activities Office sponsored student participation in the national KatusCon convention (anime) at Washington, D.C.'s National Harbor, a day trip to Philadelphia, a trip to a local Renaissance Faire. Finally, HCC's Library hosted National Frederick Douglass Day
- Two of the College's programs use a case management approach to help remove barriers and providing support for learning. Both the Career Program Achievers (formerly known as 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.

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

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

Action Plans:

4.5c Plan and sponsor community information forums on issues facing the HCC service area (FY19-FY22)

- 4.5d Continue to provide regional leadership for the annual Martin Luther King/Diversity Celebration on the HCC campus, and plan activities throughout the year that promote multiculturalism (FY18-FY22)
- 4.5e Expand credit-free arts and cultural programs that meet the needs of the community (FY18-FY22)

Accomplishments in FY20 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.
- The College participated in the Maryland Males Students of Color Summit, hosted by the Maryland Association of Community College, with both students and employee participants.

2022 Strategic Goal 6 – Improve Human Resource Development Systems, Practices, and Procedures

- 6.1 Improve recruitment, selection, and orientation processes aimed at securing and maintaining a diverse and competent faculty and staff who are lifelong learners
Action Plans:
 - 6.1a Develop policy recommendations as needed through the Human Resources Committee for improved employee recruitment, selection, and orientation (FY18-FY22)
- 6.3 Promote and provide professional development opportunities to enhance employee performance
Action Plans:
 - 6.3h Develop and promote civility and multicultural awareness for all employee and volunteer groups (FY18-FY22)
- 6.5 Maintain human resources policies and procedures that meet legal requirements and communicate with employees any changes, deletions, additions or revisions
Action Plans:
 - 6.5b Audit approved policies and procedures to ensure the language is compliant with current federal and state mandates (FY18-FY22)

Accomplishments in FY20 related to Cultural Diversity:

- In fall 2019, six (7.7 percent) full-time faculty identified themselves as minorities, compared to one a decade ago. Of all full-time non-faculty employees, 9.8 percent identified themselves as minorities in fall 2019, 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 FY20 was 27.7 percent, reflecting a higher degree of ethnic and racial diversity than found in the county (approximately 21.8 percent). Black/African American students, the largest minority group on campus, comprised 10.9 percent of all FY20 enrollments. Additionally, Hispanics/Latinos comprised 7.7 percent of enrollment, which is over two percent higher than their proportion in Washington County. Table Two depicts unduplicated headcount enrollment in credit programs by race and ethnicity for FY16 through FY 2020.

Table Two
Unduplicated Credit Enrollment by Race, Ethnicity and Minority Status
FY16 – FY 20

	FY 2016		FY 2017		FY 2018		FY 2019		FY 2020* To Date		% Change FY 16 to FY 20
	#	%	#	%	#	%	#	%	#	%	
Total Unduplicated Head Count	6022	100%	5827	100%	5761	100%	5749	100%	5188	100%	-13.8%
Race/Ethnicity											
Hispanic/Latino	328	5.4%	350	6.0%	364	6.3%	371	6.5%	398	7.7%	21.3%
American Indian or Alaska Native	15	0.2%	14	0.2%	13	0.2%	15	0.3%	10	0.2%	-33.3%
Asian	115	1.9%	119	2.0%	120	2.1%	122	2.1%	126	2.4%	9.6%
Black or African American	581	9.6%	652	11.2%	666	11.6%	722	12.6%	568	10.9%	-2.2%
Native Hawaiian or Other Pacific Islander	9	0.1%	6	0.1%	6	0.1%	9	0.2%	4	0.1%	-55.6%
White (non-Hispanic)	4525	75.1%	4271	73.3%	4171	72.4%	4039	70.3%	3626	69.9%	-19.9%
Two or more races	269	4.5%	251	4.3%	253	4.4%	290	5.0%	329	6.3%	22.3%
Race and ethnicity unknown	120	2.0%	106	1.8%	113	2.0%	125	2.2%	107	2.1%	-10.8%
International	60	1.0%	58	1.0%	55	1.0%	56	1.0%	20	0.4%	-66.7%
<i>Minority[^]</i>	<i>1317</i>	<i>21.9%</i>	<i>1392</i>	<i>23.9%</i>	<i>1422</i>	<i>24.7%</i>	<i>1529</i>	<i>26.6%</i>	<i>1435</i>	<i>27.7%</i>	<i>9.0%</i>
*Preliminary 12 Month Unduplicated Enrollment as of 5-18-2020											
[^] Minority count excludes categories of white (non-Hispanic), international, and students whose race and/or ethnicity is unknown.											
Source: IPEDS 12 Month Enrollment, Office of Planning & Institutional Effectiveness											

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 minority students receiving financial aid as seen in Table Three. In FY20, 67.9 percent of enrolled minorities received financial aid.

Table Three
Students Receiving Financial Aid by Race, Ethnicity and Minority Status: FY 2015 – FY 2019

	FY 2015		FY 2016		FY 2017		FY 2018		FY 2019	
	Headcount	% Receiving Financial Aid	Headcount	% Receiving Financial Aid	Headcount	% Receiving Financial Aid	Headcount	% Receiving Financial Aid	Headcount	% Receiving Financial Aid
Total Students Receiving Financial Aid	6491	60.4%	6022	59.6%	5827	60.4%	5761	63.1%	5749	58.9%
Race/Ethnicity										
Hispanic/Latino	354	65.0%	328	59.5%	350	62.0%	364	66.5%	371	67.4%
American Indian or Alaska Native	17	64.7%	15	53.3%	14	71.4%	13	76.9%	15	73.3%
Asian	122	50.8%	115	48.7%	119	52.1%	120	57.5%	122	62.3%
Black or African American	689	68.2%	581	66.8%	652	62.9%	666	68.8%	722	68.8%
Native Hawaiian or Other Pacific Islander	11	27.3%	9	55.6%	6	66.7%	6	50.0%	9	33.3%
White (non-Hispanic)	4871	59.4%	4525	58.9%	4271	59.6%	4171	61.8%	4039	56.5%
Two or more races	247	64.8%	269	66.9%	251	72.1%	253	68.4%	290	69.3%
Race and ethnicity unknown	130	58.5%	120	57.5%	106	63.2%	113	71.7%	125	50.4%
International	50	36.0%	60	38.3%	58	34.5%	55	41.8%	56	8.9%
<i>Total with Racial/Ethnic Minority^ Status</i>	<i>1440</i>	<i>65.0%</i>	<i>1317</i>	<i>63.2%</i>	<i>1392</i>	<i>63.5%</i>	<i>1422</i>	<i>67.2%</i>	<i>1529</i>	<i>67.9%</i>
Average rate of Students Receiving Financial Aid* by Race/Ethnicity Category (excludes international students)		57.3%		58.4%		63.8%		65.2%		60.2%
<i>Source: IPEDS 12-Month Enrollment; MHEC FAIS Reports, FY 2015 - 2019</i>										
<i>*Removed all loans and work-study self-help aid</i>										
<i>^Minority count excludes categories of white (non-Hispanic), international, and students whose race and/or ethnicity is unknown.</i>										
<i>Office of Planning and Institutional Effectiveness, 6/5/2020</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. HCC utilizes the HigherEdJobs diversity and inclusion email package which helps to recruit for diverse applicants and demonstrates HCC's commitment to diversity and inclusion. The HR Recruitment Specialist attends local and career fairs in the Hagerstown, Frederick, and Baltimore areas, and also at the Martinsburg VA Medical Center. Positions are posted to the career centers of universities such as Bowie State University, Morgan State University, University of Maryland, Notre Dame of Maryland University and American University. Additionally, positions are posted to the Maryland Workforce Exchange, Pennsylvania Job Gateway and Workforce West Virginia. Job flyers are sent to regional local veteran's employment representatives for distribution as well.

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 2019 EDS report, 9.2 percent of all full-time employees identified themselves as a minority. Of full-time faculty, there were six minorities (7.7 percent), which is an improvement from previous years. Of all non-faculty full-time employees in fall 2019, 20, or 9.8 percent, were minorities, a percentage that has remained relatively flat over the previous year. 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.

Table Four
Full-time Faculty & Staff by Race, Ethnicity and Minority Status: Fall 2015 – Fall 2019

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	#	%	#	%	#	%	#	%	#	%
Full-time Employees, Total	288	100%	290	100%	285	100%	287	100%	283	100%
Demographics, Full-time Faculty										
Full-time Faculty, Total	80	27.8%	80	27.6%	78	27.4%	80	27.9%	78	27.6%
Race/Ethnicity (Full-time)										
Hispanic/Latino, any race	1	1.3%	1	1.3%	1	1.3%	1	1.3%	1	1.3%
American Indian/Alaskan Native	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian	0	0.0%	0	0.0%	0	0.0%	1	1.3%	1	1.3%
Black or African American	3	3.8%	1	1.3%	3	3.8%	4	5.0%	4	5.1%
Native Hawaiian/Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White (non-hispanic)	75	93.8%	76	95.0%	73	93.6%	73	91.3%	71	91.0%
Two or more races	1	1.3%	1	1.3%	0	0.0%	0	0.0%	0	0.0%
Race and ethnicity unknown	0	0.0%	1	1.3%	1	1.3%	1	1.3%	1	1.3%
International	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<i>Minority</i> [^]	5	6.3%	3	3.8%	4	5.1%	6	7.5%	6	7.7%
Demographics, Full-time Staff, Non-Instuctional										
Full-Time Staff, Total	208	72.2%	210	72.4%	207	72.6%	207	72.1%	205	72.4%
Race/Ethnicity (Full-time)										
Hispanic/Latino, any race	4	1.9%	4	1.9%	4	1.9%	6	2.9%	6	2.9%
American Indian/Alaskan Native	2	1.0%	1	0.5%	1	0.5%	1	0.5%	1	0.5%
Asian	1	0.5%	2	1.0%	1	0.5%	2	1.0%	1	0.5%
Black or African American	10	4.8%	11	5.2%	12	5.8%	11	5.3%	11	5.4%
Native Hawaiian/Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White (non-hispanic)	191	91.8%	189	90.0%	187	90.3%	184	88.9%	184	89.8%
Two or more races	0	0.0%	1	0.5%	1	0.5%	0	0.0%	1	0.5%
Race and ethnicity unknown	0	0.0%	2	1.0%	1	0.5%	3	1.4%	1	0.5%
International	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<i>Minority</i> [^]	17	8.2%	19	9.0%	19	9.2%	20	9.7%	20	9.8%
^Minority count excludes white (non-Hispanic), international and unknown race/ethnicity categories.										
<i>Source: IPEDS Human Resources Annual Report, based on November 1 Employee Census</i>										

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

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 over 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 cultural diversity plan and provide recommendations on how the College can overcome those barriers;
6. Assist in the preparation of funding requests to support cultural diversity activities;
7. Work with governance committees/councils, departments, and offices on promulgating positive cultural diversity practices; and
8. Serve as a clearinghouse and communications center for activities relating to cultural diversity on- and off-campus.

The CDC Committee's most recent Plan for Improving Cultural Diversity, 2017-2020, was developed based on past plans as well as 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 to improve cultural diversity on campus. To reflect its expanded mission, the CDC voted to change its name to the Diversity, Inclusion, Culture, and Equity (DICE) Committee and will heretofore use this acronym moving forward.

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 DICE Committee offered a professional development session on equity and inclusion at the faculty professional development session, now referred to as “Faculty Homecoming,” held on August 21, 2019 prior to the start of the fall semester. This was conducted in coordination with CETL and members of the My College Success Network. The full faculty body was present, and there was a productive discussion on implicit bias, microaggressions and creating an inclusive classroom environment.

LGBTQIA+ issues are a continuing area of importance for the DICE Committee. Safe Zone Committee members also serve on DICE; they regularly offer two levels of Safe Zone training to faculty. For the past year, DICE and the Safe Zone Committee have been part of delivering important segments of the New Employee Orientation (NEO), a comprehensive program for employees who have recently been hired by HCC. This programming is referred to as “Equity and Inclusion Training” and new employees along with current employees are invited to attend.

The DICE Committee offered a professional development session for the learning center assistants titled “MicroAggressions/Affirmations - Success Seminar” on August 11th, 2020. Guidance on how to effectively identify and deal with microaggressions were addressed along with a productive conversation on the importance of promoting microaffirmations with students. Reflection questions and surveys were provided for feedback to all learning assistants in attendance and the session was recorded for those who were not able to attend. The feedback was very positive about the training offered and ultimately created productive discussions about this important topic during and after the session.

DICE also promoted the “Black Minds Matter” Series hosted by Dr. Luke Wood and Dr. Ford in the News and Whooo’s each week for the 5 sessions it was held this past summer to encourage campus involvement and participation. “Black Minds Matter” which addresses the experiences and realities of Black students in education. Black Minds Matter is a national movement that draws parallels between the policing of Black lives and schooling of Black minds. The course offered an opportunity to have a discussion of issues facing Black students as well as offer research-based strategies for improving their success.

Additionally, DICE has plans to work with the new Human Resources director, hired in July 2020, to deliver consistent training on diversity and equity. We are planning meetings to streamline the content and delivery of the materials in order to deliver a consistent message to the campus community. Initial discussions have allowed us to determine that such training will begin

with implicit bias education to help refine awareness of individual biases and how we can prevent them from seeping into our work and relationship with students, faculty, and staff.

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

A robust program, including music and a guest lecture, on the 2019-2020 academic year's Country of Focus, Honduras, had been planned for the spring 2020 semester. **However, due to campus closure over Covid-19's spread, the events had to be cancelled.** The DICE Committee has unanimously voted to make Honduras the Country of Focus of the 2020-2021 academic year; should campus re-open, both events will be rescheduled. Otherwise, the guest lecture – an academic overview of the political issues facing Honduras and which contribute to mass migration—will be delivered virtually for the campus and wider community.

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 Country of Focus program that highlighted Honduran culture, as well as hemispheric migration issues, was accompanied by resources that were developed for faculty. The library staff created a comprehensive LibGuide, which was made available to all professors; it offered resources, in a variety of media, on Honduran culture, politics, history, and economics. Many faculty embedded aspects of these materials, such as using them for assignments or class readings, throughout the fall and spring semester.

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

DICE continues to be committed to HCC's new status as an Achieving the Dream (ATD) campus. DICE is especially committed to one of the seven ATD capacities: *equity*. This is one of the reasons that DICE incorporated "equity" into its name change.

For the last eighteen months, DICE members collaborated with a campus-wide group on drafting and circulating a concept paper to establish an Equity and Inclusion Center on the HCC Campus. During the Fall 2019 semester DICE disseminated the finalized concept paper to DICE committee members for feedback. Overall, committee members were very supportive of this initiative and provided feedback that was shared with leadership. The spring 2020 closure of campus due to the Covid pandemic has temporarily delayed the project. However, further discussions about the approval of and establishment of an Equity and Inclusion Center will be held in the upcoming academic year. It is important to note that having a campus-wide discussion of the feasibility an Equity and Inclusion Center has been added as an institutional priority on HCC's current reaccreditation work with Middle States:

“Encourage cross-campus dialogue related to diversity, equity, and inclusion through programmatic efforts, including examining the feasibility of building an Equity and Inclusion Center at the College.”

Addressed by Standard 2: Ethics and Integrity, and Standard 7: Governance, Leadership, &

Administration”

The DICE Committee continues to co-sponsor and collaborate on programming on campus that increases student awareness of diversity. See below for a list of activities.

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.*

A survey was held in Fall 2018. Another survey will be held Fall 2021 per our current plan.

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.*

DICE 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 on campus cultural diversity climate incidents.*

The campus Public Safety Director sends news about hate crime incidents to the Committee in order to track whether trends on campus are emerging. There have been no hate crimes reported on campus since 2018. The current process on reporting hate crimes is attached to this report in Appendix A.

Efforts to Support Underrepresented Students

HCC serves the diverse and varied needs of Harford County’s population through our credit and noncredit programs, as well as by our programming and services on campus. **My College Success Network** is a network of services, events, staff, and faculty geared toward empowering and supporting our students of color. The Network was implemented in July 2014 to address the equity gap that exists between African American and white students. In FY 20, the My College Success Network expanded the focus from primarily African American students to all students of color. While the program is open to all students, newly enrolled students of color are invited to participate.

All newly enrolled students of color 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 and to promote our college values of equity and inclusion. All students in the Network are also connected to cultural programming coordinated through the Soar2Success Program to promote the recruitment and retention of students of color at our institution.

My College Success Network Student Academic Achievement

Cohort	Semester	GPA
MCSN academic coaching students	Fall 2018	2.53
comparison group of students	Fall 2018	1.86
MCSN academic coaching students	Spring 2019	2.49
comparison group of students	Spring 2019	2.18
MCSN academic coaching students	Fall 2019	2.60
comparison group of students	Fall 2019	1.95
MCSN academic coaching students	Spring 2020	2.57*
comparison group of students	Spring 2020	2.50*

*Please note that during the Spring 2020 semester many students elected to take incompletes in their coursework due to the pandemic. The college extended its incomplete deadline till the end of the Fall 2020 semester to allow students extra time to complete their coursework successfully. The GPA's provided above for the Spring 2020 semester will therefore be reassessed at the conclusion of the Fall 2020 semester and the GPA's will be confirmed at that time.

In addition, retention and persistence rates for MCSN students also show promise in that the retention and persistence rates for the academic coaching cohort exceeds that of the comparison group for almost all semesters:

My College Success Network Retention Rates

Cohort	Timeframe	Retention Rate
Fall-to-Spring Persistence or Transfer		
MCSN academic coaching students	Fall 2018-Spring 2019	94.94%
Comparison group of students	Fall 2018-Spring 2019	86.49%
All new HCC students	Fall 2018-Spring 2019	83.88%
MCSN academic coaching students	Spring 2019 – Fall 2019	83.67%
Comparison group of students	Spring 2019 – Fall 2019	63.05%
All new HCC students	Spring 2019 – Fall 2019	64.14%
MCSN academic coaching students	Fall 2019 – Spring 2020	81.48%
Comparison group of students	Fall 2019 – Spring 2020	72.60%
All new HCC students	Fall 2019 – Spring 2020	78.07%
MCSN academic coaching students	Spring 2020 – Fall 2020	64.80%
Comparison group of students	Spring 2020 – Fall 2020	72.34%
All new HCC students	Spring 2020 – Fall 2020	56.99%
Fall-to-Fall Retention or Transfer		
MCSN academic coaching students	Fall 2018-Fall 2019	75.95%

Comparison group of students	Fall 2018-Fall 2019	59.46%
All new HCC students	Fall 2018-Fall 2019	72.73%
MCSN academic coaching students	Fall 2019 – Fall 2020	44.40%
Comparison group of students	Fall 2019 – Fall 2020	26.03%
All new HCC students	Fall 2019 – Fall 2020	63.90%

**Original comparison population is the same size as the SDEV population. A comparison population was randomly generated based on the conditions given (student type, cumulative credits earned:±15, race, and transitional need:±2) and registration at the 20% date. Some of these students withdrew from all classes after this date and are counted as withdrawal.

Efforts to Recruit and Retain Diverse Employees at HCC

HCC has several paths to reach and recruit prospective diverse candidates. In addition to advertising on sites such as CareerBuilder, LinkedIn, higher education-specific sites, and NCAA, the college’s Human Resources department targets minority populations in the following ways:

- A contract with LocalJobsNetwork, a service which sends our postings to targeted diversity and veterans’ sites
- Purchasing diversity packages with HigherEdJobs and the Chronicle to both cross-post on diversity sites and to send e-mails to diversity candidates who sign up for opening announcements
- Posting on targeted sites such as HBCU (Historically Black Colleges and Universities), Women Leaders in College Sports, as well as specific college sites that have a diverse population, such as Towson and UMBC
- As part of the job opening process in our ATS, we ask that initiators list any targeted sites that we can use for advertising
- An HR representative attends the annual Harford County Job Fair representing the College
- An HR representative is part of a communication list to receive information for UMBC career fairs (the latest event was cancelled due to COVID-19)

Additionally, a Talent Management Committee was formed at HCC two years ago to help streamline efforts to recruit and keep the qualified faculty and staff. One of its many tasks was to make the HCC employment application website more friendly and welcoming to diverse potential applicants. The website was redesigned to be more streamlined and to feature HCC’s efforts towards building a diverse and equitable campus life. For example, the Faculty Spotlight was highlighted; the Faculty Spotlight is a regular spot on the main website that features individual faculty members and their research and work. Many of those featured have been faculty of color.

The Committee also worked on a project to strengthen the college’s tenure and promotion system, including selecting an e-portfolio and promotion platform as well as discussing ways to mentor newly hired staff and faculty. Please see the relevant percentages provided in the chart below:

HCC’s 2019 Quick Facts:

% Nonwhite Population in Harford County: 25.5% as of July 1, 2019
Nonwhite People in Harford County: Approximately 65,137 as of July 1, 2019
Nonwhite Faculty:
Full-time credit: 12%
Full-time noncredit: 0%
Part-time credit: 13%
Part-time noncredit: 12%
Nonwhite Staff/Admin
Full-time staff: 18%
Full-time admin: 13%
Part-time staff: 22%

Efforts to Create Positive Interactions and Cultural Awareness

Spotlight on Soar2Success Program

Harford Community College is proud to highlight the Soar2Success Program, which helps students of color succeed in their studies and in college life. The program is directed by Sharoll Love, whose office organizes a variety of programs for the campus and wider community. Love, a Student Diversity Specialist, has been an active member of the DICE Committee since its inception in 2012. She is also a dynamic member of many campus-wide committees and activities, and a personal guide and inspiration to both white and non-white students at HCC.

Biography: Ms. Sharoll Williams-Love hails from Boston MA, where she first began working with youth and young adults. She earned a BA from Emmanuel College and MA in Museum Studies from Morgan State University. Her passion lies in learning and understanding history and how it shapes our world; she adds, "I have a desire to lead students to the faces and places of history makers. What encourages me is envisioning better tomorrows represented by the young adults that attend this institution."

The goals of So2Success include highlighting African American and Latinx experiences, offering students of color individual guidance and academic support, delivering and sponsoring special and cultural activities, and organizing peer mentoring for students of color. Through its "Road Scholars" initiative, students travel to conferences, museums, and other area colleges to enhance their cultural and academic experiences.

Soar2Success Program Learning Objectives:

- Expand world views through participation in cultural programs and events, speaker series and travel opportunities.
- Facilitate engagement in academic success by mastering time management and learn new study strategies.
- Encourage regular meetings with academic advisors and success coaches to set clear pathways to completing academic goals.

- Build leadership skills like self-awareness and goal setting.
- Encourage participants to become peer mentors, join a club, expand their personal and professional network circle and participate in HCC's leadership program.

The office is housed in a central location, as part of the Office for Student Life, in the lower level of the campus Student Center, adjacent to the Globe Café, thus making it accessible to students in their daily routines on campus.

Some of their activities and events over the 2019-2020 academic year include:

S2S began the semester in September with iCanSucceed. This event is in its 6th year as an orientation focused on student of color. Offered were presentations from staff, faculty and returning students. Also featured was a keynote speaker Dr. Luis Ponjuan Associate Professor of Higher Education Administration and the Research Director of the IDEAL (Investing in Diversity, Equity, Access, and Learning) at Texas A & M University.

Con Mucho Sabor: Conversacion Entre Amigos was established to address issues germane to the Latin X community. September-October is recognized as Hispanic Heritage Month. Three film screenings and discussions were held highlighting the Latin X Diaspora. Featured were policy makers, educators, entertainers, philanthropists, entrepreneurs and Latin culture. In addition, an office wide celebration was held and included geography, music, food, and games. A series of four Time Management sessions were held during September and October. These sessions are held each year in collaboration with the Learning Center and provide students an introduction to the center.

In October, Coming Out Day was celebrated with activist DeRay McKesson, national organizer of the Black Lives Matter Movement and advocate for social change. He spoke about the intersectionality of being African American and a member of the LGBT community. In November, nationally known, Baltimore based artist Larry Poncho Brown spoke about the "business of art" to several classes. This was followed by a paint party as he guided participant in creating their own masterpiece. Students from both the class and the paint party were given a commemorative poster of Brown's work.

Choose Civility activities included tabling in the Student Center, Joppa Halls and the Library. Students were given lapel buttons, magnets and window clings. Students were also asked to share their own acts of kindness. A giant crossword puzzle with words of kindness was available for students to "play" with. A documentary film *The Green Book Guide to Freedom* was offered to amplify the theme.

A longstanding relationship with the National Great Blacks in Wax resulted in the use of two iconic civil and human rights advocates; Mary Church-Terrell and Ida Barnett-Wells. The figures were part of an exhibit titled *Votes for Women: Taking Our Place in Politics*. The exhibit, a collaboration with the Hays Heighe House and several academic disciplines. The events were held from February-June and featured numerous speakers, films, book discussion and other activities offered in recognition of the 100th anniversary of women's suffrage. Two films *A Passion for*

Justice and Dignity and Defiance provide a closer look at the lives of Wells and Terrell respectively.

This year an overarching programming theme for S2S was civil rights. The collaboration with the National Endowment for the Humanities Grant administered by Dr. James Karmel, the Harford County Civil Right Project afforded S2S the opportunity to speak with several classes about research techniques and resources related to Harford county. Included was information about early education which remained segregated from 1865-1965. Of particular focus was research done on the Hosanna and McComas Institute which serve as examples of reconstruction era schools that still exist in the county today.

This coupled with the planning of an alternative spring break affording students the opportunity to travel south and visit nationally recognized historic sites connected to civil rights efforts of yesterday and today. In preparation, a series of insightful documentaries, readings and speakers focused on the African American experience in a segregated America provided critical historical context.

During February, a multimedia production titled *The Road to Freedom: A Journey Towards Peace* was presented by Key Arts Production, highlighting change agents from slavery, emancipation, reconstruction and Jim crow through the 1960's. In addition, visits to the homes of two activists with ties to Harford County, Maryland and the nation included the Lillie Carroll Jackson Museum and Thurgood Marshall Home in Baltimore. Also provided was a day trip to the National Museum of African American History and Culture.

The month ended with a presentation by Harford county resident and Selma Alabama native, Phillip Hunter. He was a participant in all three Selma marches including the infamous Bloody Sunday, when marchers first attempted to cross the Edmund Pettus Bridge in 1965. The semester concluded abruptly with the cancellation of the Alternative Spring Break Civil Rights Sojourn. Ten students volunteered to participate in an aggressive weeklong itinerary that included stops in Atlanta GA., Selma, Montgomery and Birmingham Alabama. Visits to the King Center for Nonviolent Social Change, The Pettus Bridge, The National Memorial for Peace and Justice, The Legacy Museum, the 16th Street Baptist Church, and dinner conversations with family members of civil rights foot soldiers. A training in civil rights tactics was also planned. Plans were also made to volunteer at food banks in Selma and Montgomery, the Hawkins senior citizens center and the Birmingham Civil Rights Institute, the Selma to Montgomery National Park Lowndes Interpretive Center and Rosa Parks Museums.

Additional Initiatives at HCC **Employee Preferred Pronouns**

In 2020, the Communications department at HCC began working on the issue of allowing employees to designate their preferred pronouns in their HCC email signature. The department issues guidelines to help employees customize their signature, which includes a standard format and the HCC symbol.

Student Preferred Names

HCC has also begun working on a way to allow students to designate their preferred names in the official HCC Banner system. Currently, only student legal first names appear in the system. A task

force has been working on how to adjust this. A soft launch for the new effort is planned for October 1st and then a full launch by November 1st. Going forward, HCC will be capturing new student preferred names on the application and current/ continuing students on a change of student information form/ web form. The category of “Preferred Name” will be displayed on the following platforms: OwlNet, Blackboard, Display Name in Outlook, and on most communications.

The Center for Excellence in Teaching and Learning (CETL)

The Center for Excellence in Teaching and Learning (CETL) was in transition during the 2019-2020 Academic Year and offered a limited number of professional development opportunities. One connected with equity issues through the lens of increasing awareness and creative possibilities in using Open Access materials and pedagogy. Several faculty and administrators presented models of how they used freely available resources in innovative course projects.

For the 2020-2021 Academic Year, CETL is planning a series of programs and developing a resource area on the theme of anti-bias awareness in the instructional process. We are also working with the Student Affairs area to promote a series of events centered on anti-racism in the immediate context of the national conversations currently occurring. This one of several new connections that CETL is making with the various offices in SAIE to ensure that faculty are aware of the programing and policy changes that immediately impact our students. Many of these address equity and diversity issues. Another area that touches on equity and diversity issues is the expansion of the use of HelioCampus to several faculty so that they can use real data to better understand the experiences of their students in their classes by disaggregating the information by factors such as race, gender, and county zip code. CETL will offer trainings on its effective use so that it can become a regular component of faculty reflection and analysis.

New Website

HCC has embarked on a new website redesign which will be compliant with disability guidelines. Specifically, the new design will allow visually impaired visitors who rely on screen readers to access information more clearly and easily. A representative from the HCC Office for Disability and Student Intervention Services has been helping the tech team to review designs and flag potential compliance issues.

Recruitment Efforts

This past year admissions recruiters engaged in special outreach to diverse local area high schools including Edgewood, Joppatowne, and Havre de Grace. Along with the traditional Senior Presentation, recruiters held special sessions to provide additional information and support to the students. These sessions included an introduction to the college search as well as specific information on academic areas.

Special Note about Covid-19 Pandemic

Like other colleges and universities, HCC shifted its educational and support services to a virtual format for the majority of the spring 2020 semester. During this time, equity has been high on our list of priorities. Student advisors, the staff of the My College Success Network, the Disability and Student Intervention Services, and other staff have worked diligently to deliver services to students through Microsoft Teams, telephone, email, and other means. These offices have also worked with faculty to ensure that students who may be at risk for not succeeding, due to ability or lack of resources, do not “fall through the cracks.”

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

Appendix A – Campus Process for Reporting of Hate-Based Crimes

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)

Howard Community College 2020 Cultural Diversity Plan Report

Howard Community College (HCC) has had a plan for diversity, inclusion, and equity in place for over 30 years. This plan 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 the plan for diversity, inclusion, and equity and update, 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

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 bullets are some outcomes.

- Expanded the annual Diversity Week to include more co-curricular offerings by faculty and staff members. Enhanced advertisement methods were developed such as posters listing all events, as well as individual events, listing links on the HCC website, listings on the HCC portal, announcements through emails, and weekly highlights from the college president and diversity committee members. Volunteerism to help with each event demonstrates commitment, engagement, generosity, and passion.
- 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 two colloquium series: Modern African and Middle Eastern Literature and Asian Literature.
- 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 diversity programs at other educational institutions.
- Established the hate and bias incident response team as a subcommittee of the college's diversity committee to coordinate educational responses to any 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, 2021.

- Implement 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.
- Increase the offerings of future diversity training 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.
- Increase online diversity training and programs to expand diversity training opportunities to a larger group of the college community.
- 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.
- 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.
- 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 Historically Black Colleges and Universities (HBCU), additional college tours, and on-campus exposure.
- Expand opportunities for faculty/staff discussions on diversity-related topics, to include sponsoring faculty-led reading circles on topics including: immigration, multicultural awareness, at-risk students, and privilege
- 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

The student body at HCC is diverse. For fall 2019:

RACIAL/ETHNIC GROUP	n	%
American Indian/Alaskan Native	22	0.2%
Asian	1258	13.5%
Black/African American	2827	30.3%
Hispanic/Latino (of any race)	1167	12.5%
Native Hawaiian/Other Pacific Islander	0	0%
White	3111	33.3%
2 or More Races	532	5.7%
Unknown	423	4.5%

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 in 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 2017 to Spring 2018: first-time SCCP students: 82.8% (n=24/29)

Fall 2017 to Spring 2018: all SCCP students: 83.3% (n =45/54)

Met benchmark of 30.7 percent.

Two Years After Entry

Fall 2017 to Spring 2019: first-time SCCP students: 62.1% (n=18/29)

Fall 2017 to Spring 2019 all SCCP students: 51.9% (n =28/54)

Exceeded benchmark of 15.6 percent.

Three Years After Entry

Fall 2017 to Spring 2020: first-time SCCP students: 44.8% (n=13/29)

Exceeded benchmark of 15.6 percent.

Fall to Spring Retention

Fall 2019 to Spring 2020: first-time SCCP students: 88.5% (n=23/26)

Fall 2019 to Spring 2020: all SCCP students: 89.8% (n=53/59)

Just slightly below the benchmark of 90 percent.

Graduation and Transfer Rate = 24% at 3-years.

Craft Class 17 Entering Fall 2017: 31% (n=9/29)

Does not meet the 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 2019-2020, Howard P.R.I.D.E. served 205 students. Performance metrics include:

Retention Rate Benchmark: 80 percent of HCC students who participated in Howard P.R.I.D.E. who were enrolled for fall semester and who returned the following spring semester.

- 79 percent (125/159) retention rate for 2017-2018
- 74 percent (148/199) retention rate for 2018-2019
- 77 percent (158/205) retention rate for 2019-2020

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.

- 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
- 61.6 percent (98/159) achieved a 2.0 or higher in spring 2019
- 60.0 percent (121/203) achieved a 2.0 or higher in fall 2019
- 77.8 percent (144/185) achieved a 2.0 or higher in spring 2020

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.

- 64.3 percent (18/28) success rate for fall 2017
- 48.6 ~~60~~ percent (18/37 ~~29/48~~) success rate for spring 2018
- 55.8 percent (24/43) success rate for fall 2018
- 56.5 percent (13/23) success rate for spring 2019
- 57.8 percent (11/18) success rate for fall 2019
- 53.8 percent (21/39) success rate for spring 2020

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.

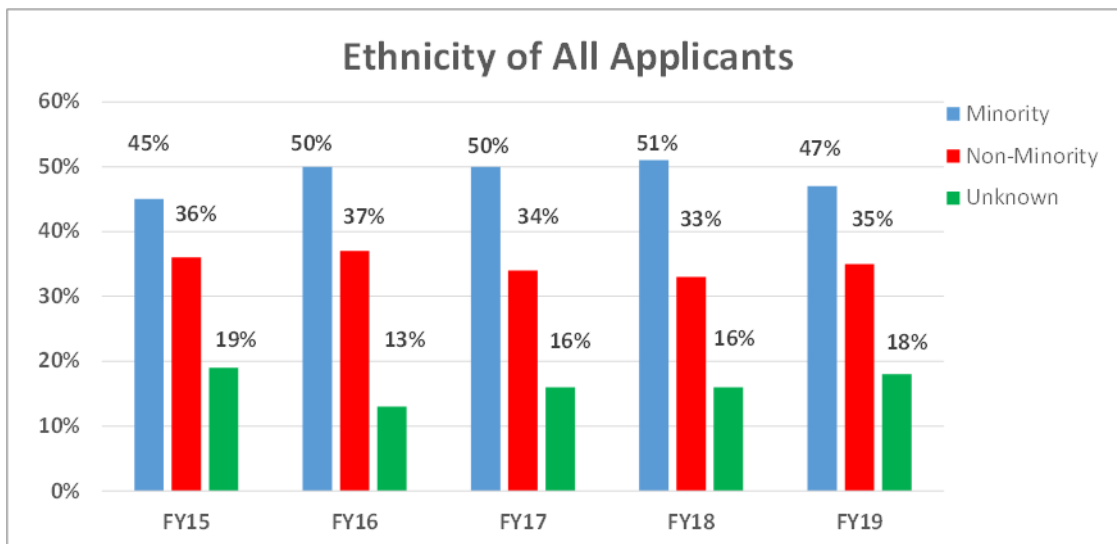
Ambiciones served 94 students in fall 2019 and 91 students in spring 2020. The program

served 113 students in FY 20, 89 in FY 19, 58 in FY18 and 34 in FY17. The program has a fall 2019 to spring 2020 retention rate of 80 percent, as compared to a 69 percent retention rate for all Hispanic/Latino students for the same period.

In FY19 (2018 fall – 2019 fall), fall to fall retention for all Ambiciones students was 68 percent as compared to 47 percent for non-participating peers. In FY20 (2019 fall – 2020 fall), fall to fall retention for all Ambiciones students was 49 percent as compared to 49 percent for non-participating peers. In fall 2019, 72 percent of program participants had at least a 2.0 GPA as compared to 66 percent in Fall 2018. In FY20, 32 students applied for graduation as compared to 14 graduates in FY19.

Underrepresented Groups Among Employees

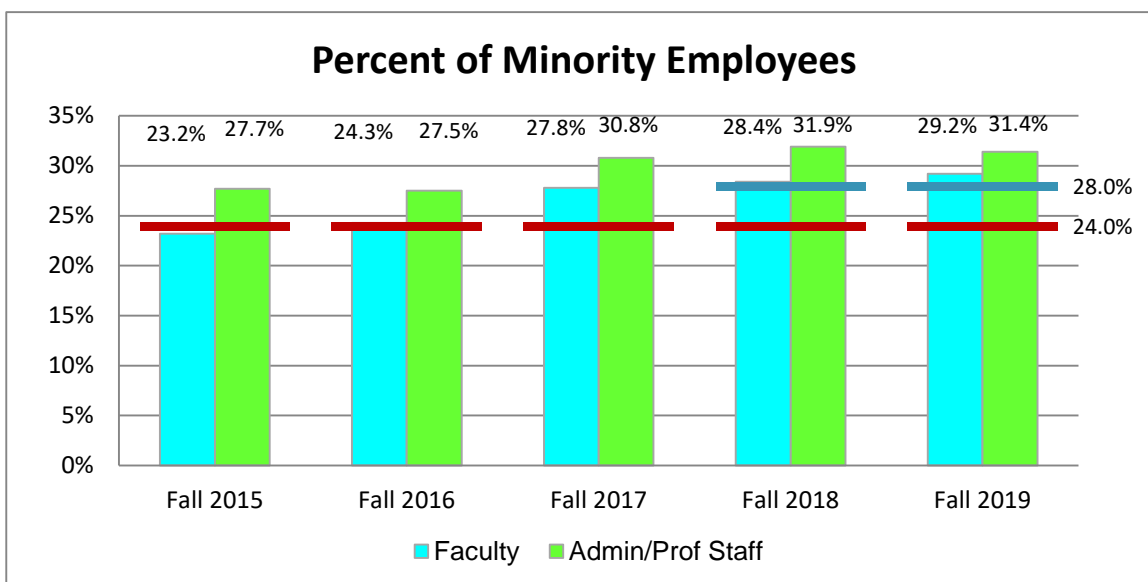
The college has set a strategic goal that 24 percent of its full-time faculty positions and 28 percent of its administrative and professional staff positions be held by minorities. Towards that end, the college makes every effort to attract minority candidates to its applicant pools for all positions. 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 all 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 micro aggressions.



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 its ongoing campus diversity programming. In fall 2019, the college was awarded the Malcolm Baldrige National Quality Award in the category of education, highlighting efforts by the college to triple its graduation rates for Black/African American and Hispanic/Latino first-time-to-college students within two years of entry. Cultural diversity continues to be addressed in a number of ways at the college, including the following:

- A multitude of diversity, educational, and awareness events are offered to employees and students throughout each year, including films, musical performances, lectures, and discussions. A major promotion is 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. Search committees are created to ensure that one member represents the Diversity Committee and its mission.
- 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 college pathways for students emphasize general education options that include ethics and global literacy.
- 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/Latino students in Howard County achieve academically; high school clubs for Hispanic/Latino students; the Black Student Achievement Program; Alpha Achievers, a support group for Black/African American males in the Howard County Public School System; and FIRN, the Foreign-born Information and Referral Network, a Howard County nonprofit that helps immigrants and refugees. The admissions and advising office works with the college's English Institute and 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 steps 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 and staff coaches who provide one-on-one support for managing the challenges of college. Many students in these programs are from under-represented groups, often first-generation college students.
- TRIO-Student Support Services (TRIO) is a United States Department of Education grant-funded academic support program that currently serves 242 first-generation, low-income, and students with documented disabilities. The program provides one-on-one support for managing the challenges of college and prepares students to graduate and transfer from HCC. The TRIO project is funded through August 2020.
- Career Links is an institutionally-funded program that currently serves 120 students who are displaced homemakers over age 35, single parents (male or female), or single pregnant women who are unemployed/under-employed 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 served 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 meet the following criteria: 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/African American and minority male students, with an emphasis on improving educational outcomes such as academic standing, graduation, and transfer. The 200 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 services, 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. Safe Zone allies help support the SAGA (Sexuality and Gender Alliance) group on campus.
- 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 100 students, and is focusing on increasing to 115 by the 2021-2022 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 designed to help with their personal and academic development.

Campus Process for Reporting Hate-Based Crimes

Education Article §11-406 also requires the institution to describe its process for reporting campus-based hate crimes, as defined under Title 10, Subtitle 3 of the Criminal Law Article and consistent with federal requirements under 20 U.S.C. 1092(f), known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime

Statistics Act. HCC currently posts all campus crime statistics, including hate crimes, on its public web page in its Campus Crime Report, which can be found at <http://www.howardcc.edu/services-support/public-safety/report-forms>. The report shows three recent 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 under-represented 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 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 EQUITY AND INCLUSION

August 28, 2020

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 me at (301) 706-0586 or sharon.bland@montgomerycollege.edu.

Sincerely,

A photograph of a handwritten signature in black ink on a light-colored background. The signature reads "Sharon Bland" in a cursive script.

Sharon Bland
Chief Equity and Inclusion Officer

9221 Corporate Boulevard
Rockville, MD 20850

MONTGOMERY COLLEGE CULTURAL DIVERSITY REPORT

Our College Roadmap for Ensuring and Sustaining Diversity and Inclusive Excellence



ANNUAL PROGRESS REPORT
JULY 2020



A handwritten signature in black ink, reading 'DeRionne P. Pollard', written over a horizontal line.

Dr. DeRionne P. Pollard
President

A handwritten signature in black ink, reading 'Gloria Aparicio Blackwell', written over a horizontal line.

Ms. Gloria Aparicio Blackwell
Chair, Board of Trustees

MONTGOMERY COLLEGE
ANNUAL PROGRESS REPORT ON PROGRAMS
OF THE CULTURAL DIVERSITY PLAN

June 2020

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 Montgomery College's Diversity Plan -*Our College Roadmap for Ensuring and Sustaining Diversity and Inclusive Excellence*¹. The Plan is a multi-year action plan that the College is implementing over a period of seven fiscal years 2014 through 2020. Following Maryland Higher Education Commission (MHEC) requirements for the 2019-2020 fiscal year, the Montgomery College (MC) annual progress report focuses on the following five areas.

- a. A summary of the institutions’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. Describe one strategy that has proven successful in increasing diversity of faculty and staff and provide the evidence that demonstrates its success**
- e. 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 a. A summary of the institution’s plan to improve cultural diversity as required by Education Article §11-406.

This is the last year of our 7-year diversity plan and it outlines our efforts for improving cultural diversity for its students, staff, and faculty. In accordance with the College’s values of *Excellence, Integrity, Innovation, Equity, Inclusion, Stewardship, and Sustainability*, we continue

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).

to evaluate our progress using the Plan as the guidepost by which the College measures its success.

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 MC 2025 Strategic Plan.

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. As we wrap up the last year of the current plan, the Office of Equity and Inclusion will launch its new Equity and Inclusion Roadmap 2020-2025 in July 2020.

The President's Advisory Committee on Equity and Inclusion (PACEI) was established in November 2017 for a two-year term 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 served on one of the following nine (9) sub-committees: Student Experience and Campus Culture; Business Practices and Procurement; Disability Inclusion; 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, and Celebrations; and Workforce Development and Community Engagement. The PACEI 2020-2022 committee commenced April 2020.

Continued emphasis on diversity and improvement in the College's work has been highlighted in FY20, under the leadership of Sharon Bland, Chief Equity and Inclusion Officer, who led the College's first annual Equity Summit, the theme of which was "From Awareness to Action: Embracing Equity and Inclusion at Montgomery College." The Summit was followed up by an 8-part Equity and Inclusion Dialogue Series through the 2019-2020 academic year.

Section b. A description of efforts to increase the numerical representation of traditionally underrepresented groups among (1) students, (2) administrative staff, and (3) faculty.

This section of the report details initiatives designed to recruit and retain traditionally underrepresented students, staff, and faculty. Below is information related to collegewide and program-specific initiatives.

1. Students

Recruiting

To recruit students we participate in college recruitment events such as Raptors 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. This year we embarked on a new initiative to address

food insecurity with an external partner, Nourish Now, that provides access to fresh fruits, vegetables, and meats.

Combat2College Program

As part of our ongoing retention initiatives for student veterans, Combat2College staff have taken an intrusive approach to student retention. Combat2College collaborated with Counseling and Advising to utilize the Starfish Advising Network. Through this network, 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. 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 a semester, staff review files of VA beneficiaries and contacts students who have not completed their VA certification paperwork or registered for the upcoming semester. Appropriate assistance is provided, as needed. To create a welcoming and safe environment to this vulnerable population, staff provide weekly wellness and stress management opportunities for students. This includes exclusive, veteran only times in our fitness centers, and trauma sensitive yoga.

Recruiters conduct outreach at the county tier 1 schools (which serve large percentages of Free and Reduced Meal Service, African American, and Latinx students). Recruiters also participated in Twitter chat and Facebook live sessions in March 2020 (in both English and Spanish) and participated in the MCPS forum (video recorded) in Spanish for 11th and 12 grade students on May 13, 2020. In March 2020, recruiters attended the Bilingual College Fair and developed a plan for Hispanic student outreach for implementation in fall 2020.

The College has highlighted opportunities for DREAM Act applicants by including links to College DREAM Act information in email outreach campaigns. Recruiters attended two college fairs, the Ethnic Youth Minority College Fair in October 2019, and the HBCU College Fair in January 2020 to reach out to these underrepresented populations.

Through the Financial Aid/TRiO Educational Opportunity Center (in addition to individual high school and community financial aid workshops), the College hosted its 19th FAFSA Fever event in November 2019. This event is targeted to low-income families in the state. The Financial Aid Office also held Financial Aid Awareness Week in February 2020 and hosted sessions in February 2019 with the Maryland Higher Education Commission's Office of Student Financial Aid to assist low-income students in the completion of the Guaranteed Access Grant and Promise Scholarship applications.

The TRiO Educational Opportunity Center focuses on low-income and underrepresented populations in higher education. The Center staff conduct workshops and provide individual assistance with GED preparation, college admission applications, and financial aid applications. The Student Support Services TRiO staff is culturally diverse and speak multiple languages to serve the diverse student population. Many of their clients are returning students. TRiO EOC also offered several Zoom workshops in April/May 2020 regarding WDCE Outreach, scholarships and grants opportunities, and FAFSA eligibility.

Additionally, Montgomery College has had several heroes during the current COVID-19 pandemic. Our faculty have been tremendously caring advocates for their students, particularly the most vulnerable ones. As they advocate for student needs, more than 1,600 requests came in for laptops, software, smart devices, and food and rent assistance. A team of people in the Office of Advancement and Community Engagement processed these requests day and night. More than 1,200 awards have been processed to date totaling more than \$500,000. These funds have helped students who are homeless or who formally suffered from substance abuse and addiction. This team went out of its way to provide outreach. For example, one employee made a special effort to personally meet with a student prior to the stay-at-home order to provide the individual financial support for rent expenses so the individual could leave their current residence and a domestic violence situation. Our faculty and staff are there for our students and the pandemic has shown the lengths to which they will go to help those in crisis.

2. 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 2019 AAP² report indicates that minorities are employed at a rate of 53.9% and are represented in 91% of 81 departments. Women are employed at a rate of 58.9% percent and are represented in 93% of all departments. Between 4/1/2019 and 3/31/2020, the College filled 163 budgeted positions. Of the 163, 69% were from traditionally underrepresented groups and 62% were women.

The Fall 2019 demographic data for employees is as follows: there were 3,768 employees, of whom 50.4% were employed on a part-time basis. Of the total number of employees, 46% were White, 29% were Black, 14% were Asian, 10% 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. Additionally, in order to ensure the integrity of the search process, there are systems in place for reporting related concerns. Hiring managers are trained in all facets of interviewing and selection, as well as being educated regarding employment laws and best practices for attracting and retaining diverse talent. Over the past year, we have added a training component to our recruitment process aimed at raising awareness of unconscious bias. Every effort is made to have diverse search and interview committees, consisting of individuals with different backgrounds, perspectives, and experiences. The Office of Human Resources and Strategic Talent Management (HRSTM), in collaboration with the Office of Equity and Inclusion, is working to incorporate a Search Advocate Program into recruitment and hiring in order to enhance the equity, validity, and diversity of the process. This program will include comprehensive training on strategies to increase equity and inclusion and to avoid bias. 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. The College routinely uses the latest technology to support its efforts, including various forms of social media designed to target specific audiences. We monitor recruitments on an ongoing basis to ensure that we are attracting a diverse applicant pool. Additionally, applicant

² The 2018 AAP data covers the period from October 1, 2017 through the date of this report.

tracking demographic metrics have been enhanced and are reported on a quarterly basis. This allows us to identify where additional outreach efforts are needed. For the time period of April 1, 2019 through March 31, 2020, of the applicants that self-disclosed, 70% were from a traditionally underrepresented group. The percentage of applicants self-disclosing as female was 58%.

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

1. Students

Non-Curricular Activities

For the 2019-2020 academic year, International & Multicultural Center's Global Connections Program hosted ten co-curricular and cultural events. On September 23, 2019, during African Heritage Month, Global Connections hosted an Ethiopian Coffee Ceremony and Ethiopian New Year Observance with a traditional Ethiopian Coffee ceremony at our Takoma Park/Silver Spring Campus that featured social entrepreneur Mr. Tebabu Assefa, owner of Blessed Coffee. The Ethiopian Students Association, TP/SS Facilities department staff, and Dr. Clemmie Solomon participated in the ceremony. Students were shown how to build community by participating in this century's old, ancient tradition.

On February 27, 2020, students, faculty, staff, and the community coordinated to highlight and showcase cultures at the first annual MC Africa & Diaspora Heritage Festival. Attendees learned about various Afro-Descendants cultures in the following countries—Nigeria, Ghana, Ethiopia, Kenya, Uganda, Guinea, Jamaica, Haiti, the USA, Gambia, and Tanzania through elaborate, interactive exhibits, artwork, food, and performances. MCTV broadcasted the event live on the MC Facebook page. There were approximately 200 attendees at the festival.

<https://www.montgomerycollege.edu/counseling-and-advising/international-and-multicultural-student-services.html>

The College's Asian-Pacific Heritage Month Kick-off Celebration was held *virtually* on Tuesday, April 28, 2020. MC students, faculty, and staff showcased their countries of origin to the College. Attendees "traveled" with Global Connections to eight different Asian countries: China/Taiwan, India, Bangladesh, Vietnam, Nepal, Korea, Pakistan, and Sri Lanka:

<https://www.montgomerycollege.edu/events/asian-pacific-heritage/index.html>

The Office of Student Life, the Latin Dance Club, the K-Pop Club, the African Dance Club, the History Club, the Muslim Student Association, and the Library sponsored Globe Fest for International Education Week on November 18-22, 2019. Globe Fest provided Montgomery College students with an authentic representation of different cultures by providing music, K-Pop, Bachata, and African dance, international trivia games, and information regarding the history of different cultures. Performers provided the artistic cultural experience. Food from all continents was present for students to taste. The movie *They Named Me Malala* was shown and a discussion held. Census information was also provided.

The Germantown Campus Office of Student Life sponsored several Black History Month activities for Montgomery College students. On February 12 & 18, 2020, Words, Beats & Life provided the history and contributions made by African Americans to hip hop culture. Hands on

workshops were provided in beat production, Djing, graffiti, and hip-hop dancing. On February 20, 2020 students were taken to the National Museum of African American History and Culture (NMAAHC). Students toured the exhibits and were fascinated with what they learned. Students were provided lunch from Sweet Home Café, the museum eatery that has traditional African American cuisine.

On February 21, 2020, Student Life and the Student Senate Activities Board sponsored a Poetry Coffee House for students to participate and display artwork, slam poetry/poems, music, essays and more. On February 28, 2020, the movie *Harriet*, about American abolitionist and political activist Harriet Tubman, was shown to students, faculty, and staff. Students also had the opportunity to sign-up for a Service-Learning project to clean-up the Underground Railroad and participate in a hiking tour. The Black History Month Trivia Night on February 28, 2020 was sponsored by the Germantown Student Senate.

On November 19, 2019, Korafest, an annual event, was attended by over 300 students. Korafest explores and celebrates the diversity of the Korean culture through cuisine, music, dance, artifact displays, fashion, and traditional games.

Getting to Know Your Muslim Neighbor-November 20, 2019 (approx. 100 student participants): Hosted by the Muslim Student Association Club, this event provided educational and engaging activities related to Islam. The event featured Arabic cuisine, learning the Arabic language, Henna artwork, traditional music, dance, and the history of the hijab.

Hosted by the Christian United for Israel Club on November 22, 2019, an “Understanding Israel” event, attended by 25 students, provided student attendees with information about Israel that focused on cultural games, desserts, and photos.

On December 4, 2019, approximately 50 students attended the second annual PRIDE+ Queer Prom, which is an event for students who identify as LGBTQIA and allies that provides a relived high school prom experience. The prom featured queer artists, trivia games, food, dancing, and other fun. National Coming Out Day programming was held October 10 and 11, 2019 with over 200 participants. Student Life’s Service-Learning Program collaborated with the PRIDE+ Club to host two days of button making and resource tabling to support the visibility and inclusion of gender and sexual minorities at Montgomery College.

On November 16, 2019, in observance of Native American Heritage Month, Student Life Rockville and Germantown offices chaperoned students to the 45th Annual Baltimore American Indian Center in Timonium, MD. Students experienced a live Pow Wow, traditional music, dance, and food. Before one of the traditional dances, Native Americans asked for volunteers and a few students participated. Students also learned about tribes, traditional clothing, face paint, and a host of other activities. This experience expanded students’ knowledge of Native Americans, debunked myths, and offered them first-hand experiences.

MC Votes programming kicked off in September 2019 and is ongoing. MC Votes is a working group of faculty, staff, and students convened by the Service-Learning Program to encourage voter education and engagement at Montgomery College. MC Votes aims to support

MC's civic and academic mission, engage politically diverse students and employees, and provide information to students, employees, and community members to support increased voter engagement at levels that inform and empower our diverse community to engage politically. Programming with over 300 students included movie screenings of *The Future is Young*, *Black, Brown and Lit*, and *Women Who Made America*, a Know Your Civic Power workshop, and a program about Voter Suppression.

The Office of Student Life and the Multicultural & Diversity Committee held a "Lunch and Learn" on October 2, 2019: Commemorating Hispanic Heritage Month, there was an open panel discussion about the historical presence of the Latino community, lasting influence and contributions to the U.S., and the exploration of the influence of the African Diaspora in Latin America. The panel was comprised of two MC students, Dr. Karl Smith, and Mr. Celestino Barrera, member of the DC Afro-Latino Caucus.

The Office of Student Life and the Student Senate hosted the World Hijab Day event, on February 3, 2020, to commemorate National Hijab Day, while promoting unity in diversity. There was an exclusive screening of the short YouTube film, *Muslim Girls Get Real about the Hijab*, Hijab wrapping tutorial, refreshments, as well as giveaways.

The Office of Student Life, MC African & Diaspora Heritage Committee and Global Connections hosted the First Annual MC Africa & Diaspora Heritage Festival at the Takoma Park/Silver Spring Campus, on February 27, 2020. Similar to the Multicultural Fair, the goal of the festival was to showcase the beautiful diversity and cultures of people of African descent. These included cultures from Continental Africa, USA, Caribbean, the Creole, Afro-Latin, Afro-European, and other cultures. The festival featured country exhibits, talent, fashion, guest speakers, food, and fun.

The Muslim Student Association hosted a Virtual Halaqa (gathering), on April 14, 2020, with the focus on Staying Positive in Times of Hardship, with guest speaker Sheikh Khalid Omer (Religious Figure). After Montgomery College was shut down due to the pandemic, and classes were moved online, many people experienced a lack of motivation and anxiety.

Curricular Activities

The Montgomery College Nursing Program philosophy expresses commitment to cultural, social, and ethnic diversity. It states:

- "All individuals are viewed holistically as having physical, emotional, intellectual, socio-cultural and spiritual needs." ([Nursing Student Handbook](#))
- "Nursing Education is designed to prepare a diverse student body to provide safe and competent care to a variety of populations in a multi-cultural community with an increasingly global perspective."

The curriculum contains competencies relating to diversity, which are reflected in the Clinical Evaluation Tool completed weekly by students in the clinical setting, as well as the final clinical evaluation tool. These competencies are:

- Apply knowledge of cultural factors that affect nursing care.
- Respect the healthcare beliefs and practices of a diverse patient population.

Each course contains at least one course outcome with associated topic outcomes relating to the development of competence in caring for a culturally, ethnically, and socially diverse patient population.

Each semester, the Art Department hosts an Artist in Residence, a program that augments the studio arts curriculum by providing students with direct experience in the arts that is guided by visiting artists. The fall 2019 Artist In Residence, Stephanie Mercedes, worked to transcend violence through her art. She used weapons confiscated and deactivated by the DC police, melted down the metal, and transformed them into musical installations and instruments. In her artist talk in Germantown, she explained how violence against the LGBTQ and Latinx communities, including the Orlando Pulse shooting, influenced her to begin melting down weapons to create artwork. At MC, Stephanie Mercedes worked with art students to melt down bullet casings to create school bells, a project that was designed to give students a voice in a crisis that has largely affected them—school shootings.

As part of the fall 2019 Athenaeum program, artist Michelle Angela Ortiz presented a talk titled *Amplifying Community Voices: Public Art and Social Change*. The artist's socially engaged art practice offered meaningful connections for many of our classes in the Art Department. Ortiz is a visual artist, skilled muralist, and community arts educator who used her art as a vehicle to represent people and communities whose histories are often lost or co-opted. Through painting, printmaking, and community arts practices, she created a safe space for dialogue around some of the most profound issues communities and individuals may face, including issues of immigration, social inequalities, and human rights, to promote multiculturalism.

In an ENGL 102 class, one instructor assigned a “Community” unit in which students conducted interviews to learn about the interviewee’s experience as a member of a racial, ethnic, or cultural group. In the same unit, students explored and defined terms such as culture, race, ethnicity, diversity, identity, inclusion, belonging, otherness, first generation, discrimination, bigotry, and acceptance in order to create a common understanding of the terms. Their final project, which was either a podcast or written product, referred to these terms. In another unit in the same class, the instructor explored the issue of “Civics,” in which student groups created a PowerPoint to define and provided real-life examples of rules of civility. The presentations showcased images along with quote from different ethnic, racial, or cultural figures espousing the rules.

In the Chemical and Biological Sciences department, within microbiology there are end of the term presentations on various microbes/diseases. Students are strongly encouraged to present on microbes/diseases that are important to them. Since we have so many international students, we routinely have students present about diseases that they have encountered in their countries of origin. We routinely discuss how different areas of the world are affected by infectious diseases based on their ability to access things like clean water or air conditioning (which helps keep mosquitoes inactive in houses at night). There are also discussions of how different cultural behaviors can limit or increase the spread of disease. Such discussions resulted in a presentation on SARS and COVID-19 and how countries that had encountered SARS or MERS view wearing masks as a socially correct thing to do, where in the US and Europe there is much more resistance to wearing masks in this current COVID-19 outbreak. These discussions are one of the

reasons that the College strongly encourages our students to present on international diseases. When discussing typhoid, there was a long discussion about personal rights to freedom (and spreading typhoid) versus the public's right to keep this person separated from healthy individuals. We were discussing Mary Mallon (aka Typhoid Mary in New York City) and her quarantine from the public after she infected numerous individuals.

Non-Credit Students

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 contribute to the rich diversity of our student body.

Program examples:

- The Refugee Training Center programs serve newly arriving immigrants through language skill development, acculturation of community norms, career development, and independent living 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 50 years of age and beyond. More than 10% of the college credit and noncredit students are in this age group.
- Our youth programs provide educational enrichment activities and allow for early college campus visits and awareness building of the opportunities awaiting them beyond high school.
- 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 settings while building their individual capacity for lifelong community, workforce, and economic development opportunities in their own communities.

2. Staff and Faculty: Cultural Training

Over the course of the past academic year, PACEI members participated in a variety of trainings on topics, such as Speak Up, Speak Out, Unconscious Bias, Racial Equity, Intersectionality, Cultural Communications, and Interrupting Micro-Aggressions.

Montgomery College's Office of E-Learning, Innovation, and Teaching Excellence (ELITE) is dedicated to providing professional development diversity programs to 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 featured panelists who offer strategies to help create an inclusive classroom for specific student demographics. The panelists spoke to how creating an inclusive environment affects student outcomes. The specific student demographics discussed were: Muslim students, female students, and students whose first language is not English. Outcomes for attendees were 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: Universal Design is an approach to designing course materials and content to honor different learning styles and benefit students with disabilities. Universal Design benefits all students with its flexibility. In this training, participants had the opportunity to learn how to create accessible course content that can be used by all students, including students with disabilities. Outcomes for attendees were being able to apply the principle of universal design for course design in digital format; identify the potential useability 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.

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. 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 demographics.

Safe Zone Training: Gain new understanding of gender, gender identity, gender expression, and the diverse range of sexual and affectional orientations. Acquire resources and referral information and practice communication skills for classroom or office discussions or unexpected disclosure. Foster a welcoming academic environment for students who are lesbian, gay, bisexual, transgender, or questioning their identity. LGBTQ students often feel unsafe at school, resulting in reduced attendance to avoid risk, bullying, or bias. Empower students to cope with ignorance or discrimination, build community among peers, and focus on their studies.

Student Mental Health Concerns and How to Respond: Mental health disorders have been on the rise for years. Individuals with these issues are on community college campuses and many are not getting treatment because of stigma, financial concerns, or just not being able to recognize what they're experiencing is a mental health disorder. This session discussed how to recognize students who may be struggling with their mental health, how to respond appropriately, and how to refer them for additional support.

Supporting Students on the Autism Spectrum: Beyond the Basics: Through interactive exercises and case scenarios, the presenter went beyond the definition and characteristics of autism by offering insights on how autism impacts social and communication skills and how behaviors can

easily be misinterpreted in the classroom. The presenter discussed interventions and specific strategies to improve academic experiences.

Section d. A description of the one strategy that has proven most successful in increasing the diversity of faculty and staff on the campus, and what evidence demonstrates its success.

The Office of Advancement and Community Engagement has influenced changes in our hiring practices, particularly for community engagement. While we cannot hire by race or gender, we can hire an individual based on experience with working with specific underserved communities. There is evidence that the diversity of the community engagement staff has expanded. Whereas there were no males prior to last year, we now have a male staffer of Ethiopian descent working with the underserved Ethiopian population alongside a female staffer of Ethiopian descent. We also now have a staff member of Asian descent, where previously we had none. Our remaining staff is Latinx and serving primarily our Hispanic communities and partner organizations. So the evidence of success is that a slight change in how we look at hiring, based on experience with certain communities, has allowed us to hire a more diverse staff without violating HR regulations of hiring based on race or gender. We still have work to do to hire staff that can work in the community with American-born black males, which remains our slowest progressing community towards increased student completion.

The Senior Vice President for Academic Affairs has worked directly with the Vice Presidents/Provosts and deans to ensure that all faculty searches are active and transparent. Job postings are reviewed by his office to check that qualifications for faculty members are academically sound and open to encourage recent graduates to apply by emphasizing currency and expertise over experience. The Academic Affairs division has implemented the minority faculty internship program, which provides a one-year assignment to a diverse candidate in a program of graduate studies leading to a master's or doctor's degree in the discipline(s). Interns are recruited from regional colleges and universities. In addition, the SVP for Academic Affairs has advocated for the College to implement the Search Advocate program to advise faculty searches in supporting diverse hiring practices. Academic Affairs has assigned 2 faculty members to lead this initiative with academic departments, and the SVP meets regularly with these faculty members to discuss active faculty searches and strategies to ensure a diverse pool of qualified candidates.

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

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 Clery 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 and Emergency Management 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.”³

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 Affairs, Title IX Coordinator, Director of Employee and Labor Relations, and/or 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; and 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 and Emergency Management based on crimes reported to its staff, as well as crimes reported to campus officials designated as Campus Security Authorities under the Clery 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 and Emergency Management. 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.

³ Montgomery College Annual Security Report, January 1–December 31, 2019 prepared by the Office of Public Safety and Emergency Management



2019-2020

Cultural Diversity Report

A Roadmap for Ensuring and Sustaining
Diversity in Our Community



PRINCE GEORGE'S
COMMUNITY COLLEGE

May 2020



Prince George's Community College Cultural Diversity Annual Report

May 22, 2020

Dr. Charlene M. Dukes
President

Mr. Sidney L. Gibson
Chair, Board of Trustees

Ms. Andristine M. Robinson
Director of Governance and Diversity

Prince George's Community College

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Lanham

President

Dr. Charlene M. Dukes

Committee on Cultural Diversity 2019-2020

Ms. Andristine M. Robinson (chair)
Director of Governance and Diversity

Ms. Sandra Crespín-Melgar
Office Associate II, Recruitment and Admissions

Dr. Audrey C. Davis
Interim Director, Professional and
Organizational Development

Ms. June L. Evans
Director
Center for Entrepreneurial Development

Mr. Robert M. Fernandez
Resource Development E-Learning
Library and Learning Resources

Ms. Samantha Howard
Coordinator, Recruitment and
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Ms. Leslie M. Lee
Manager of Recruitment
Human Resources and Organizational Development

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Senior Producer PGCC-TV

Ms. Sara V. McDonough
Director of Adult Education

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Ms. Clarissa Stroud
Executive Associate II, Office of the
Vice President for Enterprise Technology

Ms. Priscilla C. Thompson
Director, Library and Learning Resources

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 OF INSTITUTION'S PLAN TO IMPROVE CULTURAL DIVERSITY

This report provides a summary of the accomplishments during the second year of the FY2019-FY2021 Cultural Diversity Plan. This plan provides a framework for achieving the College's goals, focuses on specific strategies to create a climate that embraces diversity beyond culture, and builds on the goals established for the FY2014-FY2017 Diversity Plan. The four goals and their associated objectives are:

- Goal 1: Attract, recruit and retain highly qualified employees and students to create a culturally diverse college community.
 - Objective 1 (FY2019): Identify targeted outlets and forums dedicated to minority groups and underserved populations.
 - Objective 2 (FY2020): Increase the number of underrepresented groups identified in most recent demographic reports.
 - Objective 3 (FY2021): Reexamine recruitment and retention trends to celebrate and capitalize on successes.
- Goal 2: Train and educate faculty, staff and students to create a culturally competent college community.
 - Objective 1 (FY2019): Identify a series of diversity trainings and workshops for faculty, staff, and students on Cornerstone and/or in-person.
 - Objective 2 (FY2020): Increase the number of faculty, staff, and students participating in diversity training/workshops.
 - Objective 3 (FY2021): Facilitate with key internal stakeholders "Diversity Week" for faculty, staff, and students.
- Goal 3: Identify learning experiences that are consistently offered to leaders where diversity and inclusion can be part of the conversation and a measurable outcome.
 - Objective 1 (FY2019): Identify internal programs where institutional leaders are trained/developed and determine what diversity/inclusion activities are offered.
 - Objective 2 (FY2020): Support and create community engagements that will enhance and develop the combination of knowledge, skills, values and motivation based on diversity/inclusion to build community synergies.
 - Objective 3 (FY2021): Continue to support the actions from years 1 and 2. Enhance the programs that have been successful and begin to plan for the analysis of data and working on the new diversity plan.
- Goal 4: Examine alignment of the college's definition of diversity within academic course offerings.
 - Objective 1 (FY2019): Identify at least five courses where faculty are teaching components of the college's definition of diversity.
 - Objective 2 (FY2020): Develop a diversity survey to distribute in each section.
 - Objective 3 (FY2021): Assess the diversity survey in each section.

Progress is evaluated by the completion of specific action steps outlined in the Diversity Plan associated with each objective and the attainment of identified measures.

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.

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.

The College's work in diversity, equity and inclusion is grounded in the definition of diversity which was approved by the president and the members of the Board of Trustees:

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.

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 the chair, 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 the Bylaws Committee for NADOHE, and on the Bylaws Committee for MADOHE. On Saturday, September 28, 2019, Prince George's Community College was recognized for the fifth consecutive year as a college committed to diversity. This recognition was given to 30 colleges and universities from across the country at the 20th National Role Models Conference sponsored by Minority Access, Inc. Andristine Robinson, director of Governance and Diversity, accepted the award on behalf of the college. David Flores, a 2014 graduate of PGCC, was also honored as an Alumnus Role Model for his work in the field of medicine.

On May 19, 2020, notification was received that Omicron Delta Kappa, the National Leadership Honor Society, has established the Andristine M. Robinson Champion Award for Diversity, Equity, and Inclusivity to celebrate her efforts in promoting diversity, equity, and inclusivity – not just within Omicron Delta Kappa, but within higher education and larger communities as well. The award will first be presented in FY 2021 and is to be given each year to an individual, circle, institution, or program that has demonstrated or fostered a welcoming and inclusive environment that promotes diversity and inclusion within OAK circles or nationally.

EFFORTS TO INCREASE THE NUMERICAL REPRESENTATION OF TRADITIONALLY UNDERREPRESENTED GROUPS

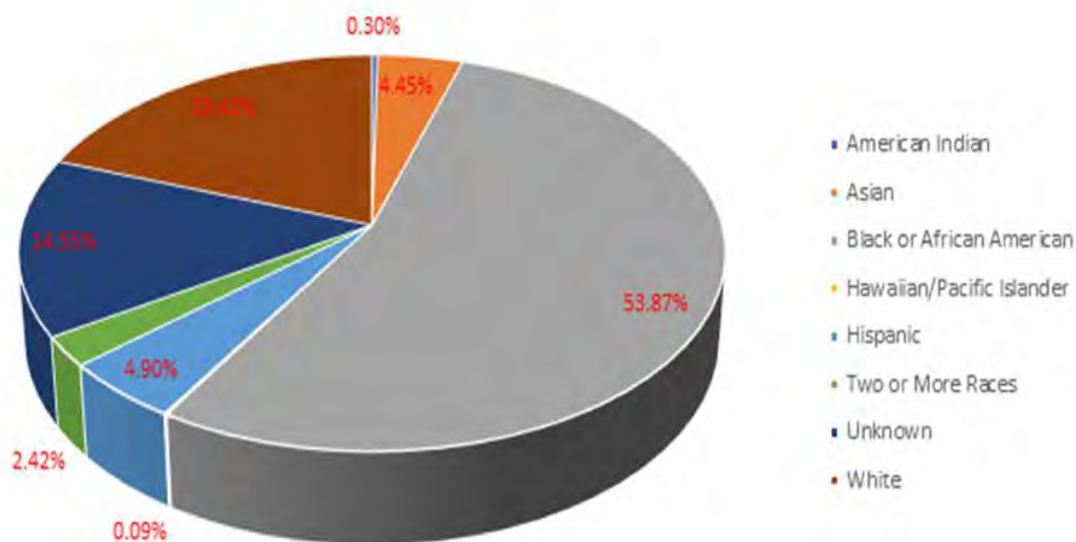
EMPLOYEE RECRUITMENT AND RETENTION

Prince George's Community College remains committed to transforming lives through education, encouragement, and enhancing the economic vitality of the region. As a predominately black institution, the college's policies and procedures are consistent with Title IV regulations, which allows for continued support for students through Federal Student Aid (FSA) within the U.S. Department of Education. Our pledge to our students is the reason for striving to offer a diverse and inclusive workforce of staff and faculty who will serve the college community.

The graph below depicts the racial makeup of the college's workforce. Staff and faculty who identify as Black or African American make up 54% of the employee task force, which is more than half of the employee population. The data further shows 19% of employees identify as white, which is the next largest group of employee representation. Asian employees rank 4.45%, and Hispanic employees rank 4.90%.

The combined percentage of employees who identify with belonging to two or more races or unknown make up 17% of the college's workforce. The ambiguity in this group makes it difficult to infer their racial identity. As a College, we continue to focus our efforts on recruiting and retaining to increase the numerical representation of staff and faculty of traditionally underrepresented groups.

PRINCE GEORGE'S COMMUNITY COLLEGE



The College's Human Resources and Organizational Development (HROD) Recruitment Department continues its membership with the Higher Education Recruitment Consortium (HERC). Our association with the Mid-Atlantic HERC allows Prince George's Community College to leverage its recruitment efforts by posting vacancy announcements to multiple diversity sites by taking advantage of HERC and DirectEmployer integration. This is supported by the College's applicant tracking system, PeopleAdmin. The College has the ability to seamlessly post to multiple job boards designed to reach women, minorities, veterans and individuals with disabilities, including Women for Hire, Diversity Jobs, Hispanic Today, Recruit Military and dozens more - all with the click of a button. Additionally, PGCC's membership in HERC gives us access to a whole host of webinars and training materials designed to galvanize the College's recruitment and retention efforts and stay abreast of trends that will build upon our endeavors to create an inclusive work environment.

The HROD Department also enjoys the benefit of an association with the College and University Professional Association for Human Resources (CUPA-HR). HROD's longstanding membership with the Maryland Chapter of CUPA-HR offers the staff the opportunity to meet quarterly and converse with their counterparts from the Maryland region to share and discuss common human resource issues specific to colleges and universities. Additionally, CUPA-HR offers a litany of HR knowledge resources to include toolkits, E-Learning courses, webinars, virtual conferences, and a host of informative platforms designed to enhance individual and collective professional development. The College's CUPA-HR affiliation allows HROD to work cooperatively toward best practices on the state of Maryland's legislative and compliance issues that impact the higher education workplace.

PGCC remains committed to providing employee retention initiatives designed to benefit the College at large as well as attract individuals to learn more about who we are. The staff continues to promote programs designed to enhance and incentivize employees' experiences. Some of the regularly implemented programs are: Dare to Excel, a program designed to reward employees for going above and beyond the scope of their work, tuition assistance, and various types of service/recognition awards.

During the fall of 2019, the College celebrated its thirty-second Annual Faculty and Staff Honors Convocation. The day was filled with workshops where faculty and staff collectively refined their skills while taking the opportunity to recharge, to engage, and to connect with one another. The day began with a welcome celebration that took place in the brand-new Center for Performing Arts. The Faculty and Staff Honors Convocation recognized individuals who were nominated by their peers for exhibiting exemplary characteristics while performing their work.

The College rolled out a robust performance management process via Cornerstone, the college's Learning Management System (LMS). The process broadens and strengthens employee and management relations. In addition to providing an intuitive tool for conducting performance management, managers and employees receive more guidance in the following ways:

- Goal Setting
- Coaching/Feedback
- Midyear Check-in
- Performance Discussions

Wellness programs continue to flourish at the College as well. The HROD Team has a dedicated group of employees who collaborate on an e-newsletter shared with the college community, THRIVE! The e-newsletter promotes physical, mental, and emotional well-being. The holiday addition of THRIVE showcased employee holiday recipes from various countries of origin as well as family favorite treats. In addition, the College community participates in “Walking Wednesdays” where employees are encouraged to take a break from their work and walk the campus.

STUDENT RECRUITMENT AND RETENTION

With respect to student enrollment, the College continues to experience a mild decline in the percentage of Black/African-American students as other categories increase. The percentage of Hispanic/Latino students rose from 9.3% to 13.5% of the credit student population over the last six years. This is the College’s targeted group for recruitment.

Ethnicity for Students	FY20	FY19	FY17	FY16	FY 15	FY 14
Black/African-American only	68.8%	71.0%	71.4%	70.9%	71.7%	72.5%
American Indian or Alaskan Native Only	0.3%	0.0%	0.4%	0.4%	0.4%	0.4%
Asian Only	4.4%	4.0%	4.1%	4.2%	3.5%	3.6%
Hispanic/Latino	13.5%	12.0%	11.3%	11.3%	10.5%	9.3%
Multiple Races	3.4%	3.0%	3.0%	3.1%	2.8%	2.7%

The Office of Recruitment and Admissions 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:

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 and International High Schools (Langley Park & Largo High School) student visitation and application drives
- CASA de Maryland

- International Student College Fair (formerly National Hispanic College Fair) Career Council College Fairs, Inc.
- Liberty's Promise
- Maryland State Financial Aid Application (MSFAA) completion initiative for undocumented students
- Recruited and hired first bilingual COAST Coach
- Cultural Sensitivity Training, Office of Recruitment and Admissions staff

Hispanic Events/Langley Park and Surrounding Area 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 & GED program recruitment presentations
- Liberty's Promise youth program regular visits, mostly serving in highly Hispanic and African populated areas
- Estudios a Su Alcance College Fair at UMD, yearly event
- Assisted over 500 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 College Visit
- International Student College Fair (formerly National Hispanic College Fair) – Host Site for fair 500+ PGCPs ELL students
- The coordinator of Recruitment and Community Relations administers college preparation workshops as well as a complete college tour to 15 hand selected teen girls in the MNCPPC Miss Quince program. The Miss Quince program is an extraordinary 10-week program that includes workshops related to etiquette, dance, health and fitness, college preparation, personal development and service projects. Culminating in a magnificent spring Quinceañera celebration, a cultural tradition and celebrates the journey from childhood to maturity with family, friends, music, food and dance.
- Maryland Multicultural Youth Center, Focus on the Future College and Career Fair, Riverdale site
- CASA de Maryland – Mi Espacio Program

Admissions Access Initiatives

- DACA status added to Undergraduate application
- Residency changes, Title 6-102 in the CODE, effective immediately – Students that are PGCPs 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
- Eligibility screening of Undocumented students for funding

EFFORTS DESIGNED TO CREATE POSITIVE INTERACTIONS AND CULTURAL AWARENESS

This year, the Training and Education Subcommittee worked with Professional and Organizational Development to create an on-line diversity training series which included Diversity in Higher Education, Your Role in Workplace Diversity, and How Culture Impacts Communication:

On-line Diversity Courses taken:

• Diversity in Higher Education	23
• Your Role in Workplace Diversity	29
• How Culture Impacts Communication	30
• Harassment Prevention for Employees	1188
• Harassment Prevention for Managers	209

Grand Total **1,479**

For FY2020, faculty events included sessions for the Maryland Consortium for Adjunct Professional Development, a Faculty Senate Presentation, Mental Health First Aid, OCR Compliance and College Professional Development and Enrichment Day. There was a total of 497 participants.

Metrics for 2019-2020 are based upon employees using the resources available in the Learning Management System of the college. Feedback from attending training sessions has been a level 1 assessment based upon attendee's perception of the class or presentation. Beginning FY2021, Professional and Organizational Development will be sending follow-up evaluations to obtain behavioral information on how the attendee used the information from the class or presentation to modify how work was performed or how staff was managed.

DIVERSITY PROGRAMMING

Diversity programming throughout the year included:

- Hispanic Heritage Month (September 15 – October 15) included Munch and Movie Day with the movie “Coco,” Latin Reptile Expo, and Salsa Dance Lessons.
- On October 30, Diverse Male Student Initiatives, Reflections Literary and Arts Magazine, and The Owl Newspaper sponsored a documentary on race issues and police brutality entitled “Black, White and Blue.” The program featured film director Asia Norris.
- Paulett McIntosh, the program coordinator for the Office of Student Engagement and Leadership, provided a training for student leaders entitled “Politically Correct and Healthy Communication for Leaders” on November 19.
- In November, Native American Heritage Month programs included the Piscataway Nation Singers and Dancers and Dream Catcher (participants created Dream Catchers).
- Irish American Heritage Month was observed in March 2020. As in past years, the library set-up displays that featured books about Irish American heritage. In addition, the library staff created a

slider on the library website that linked to the National Archives, Smithsonian, and the Library of Congress web content on Irish American Heritage. Programs included the Teelin Irish Dance Company production, an event entitled, “Celebrate Ireland!” that featured a poetry slam, music and food at the University Town Center, and an afternoon of storytelling and a live bagpipe performance by Jeffrey Herbert at Laurel College Center.

- The “Change Starts with your Story” session was coordinated by Matthew Cuzzo, Coordinator of New Student Orientation & Transition Programs for the Dual to Degree Launch on January 17. This session facilitated by Luis Ortega had 165 participants.

With the start of the fall semester, the Inclusive Environment Subcommittee reintroduced the former Diversity Roundtable series with a new title: “Promoting Inclusion: Getting to Know You Conversations.”

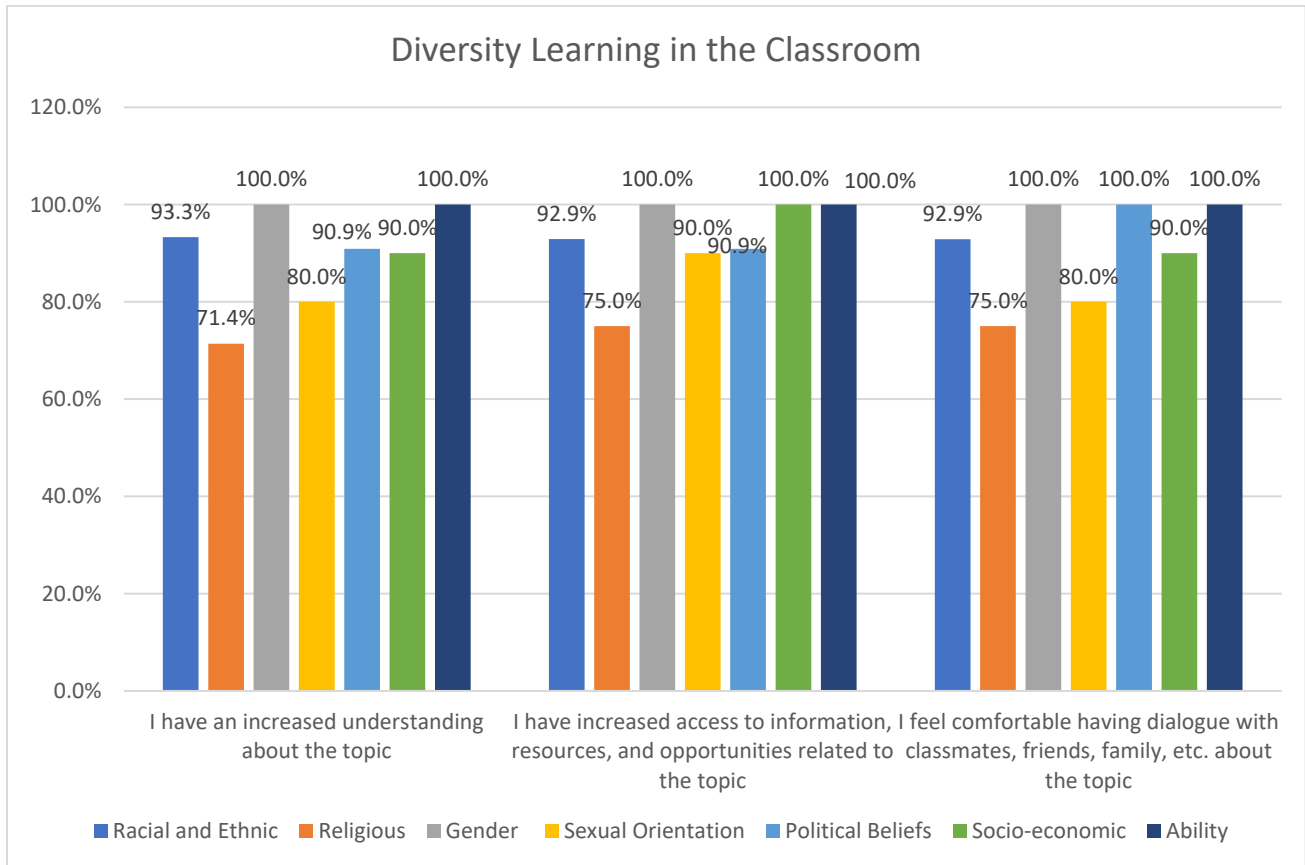
- The first conversation in the series, “Game On: Keeping It Real with Diversity” was held on September 13. It was facilitated by Andristine Robinson, director of Governance and Diversity, and Dr. Audrey Davis, interim director of Professional and Organizational Development.
- “The Culturally Responsive Classroom: Inspiring Teachers to Reach Students Where They Are” conversation was facilitated by adjunct instructors Donna Davidson and Latoya Robinson at University Town Center on October 25.
- On October 29, a workshop “But...I didn’t mean it like that! Microaggressions, Microinsults, & Microinvalidations” was held on College Professional Development & Enrichment Day. The presenter was Chianti Blackmon - Director, Multicultural Student Services at Frederick Community College.
- “The Decline of Religious Affiliation and Increasing Spirituality” was held on November 11. Professor Alan Kahn facilitated a very engaging conversation.
- Back by request, “Game On: Keeping It Real with Diversity” was held on Friday, February 7. It was facilitated by Andristine Robinson, director of Governance and Diversity, and Valerie Bowden-Allen, professional development coordinator.

This year, the Curriculum Subcommittee selected two courses in which students would be surveyed about their experience learning about diversity in their respective classes. The subcommittee members consulted with faculty who had incorporated diversity as a learning outcome in their course. The two courses chosen this semester were: CJT 1530 Community Policing and BMT 2720 Managing Workplace Diversity. A survey with five questions was distributed to both courses. At the time of this report, the subcommittee had received results for the CJT 1530 Community Policing course. The results are as follows:

Community Policing (CJT-1530) is a course that studies the relationship between police and community with recommendations for ways of working together to reduce crime. An emphasis is placed on policing in a culturally diverse society. The faculty who teach this course agreed to allow their students to participate in a pilot survey that captures learning diversity topics in a classroom setting. The survey consisted of 5 questions and had a total of 15 student respondents. While students noted that several diversity topics were discussed in class, the top three identified were racial and ethnic, gender, and political beliefs.

For the following questions, the percentage of students who **strongly agree** and **agree** are reported for each diversity topic defined in the College’s definition of diversity.

After learning about the following diversity topic in class:



Students were asked, in an open-ended question, to tell us the most important thing they learned about diversity and if any of their behaviors have changed as a result. The students mentioned the course helped them keep an open mind and to consider putting themselves in other people’s shoes before responding. Respondents also stated the importance of respecting other’s opinions even when they may disagree. In an overall reflection of diversity in the context of community policing, one student expressed: *As this is a community policing class, I learned the importance of diversity in police departments. An important component of police work is community policing. One of the easiest ways to improve relations between the police and the community is to have the police force reflect the population of the community. Therefore, it is important for departments to be diverse and include people of all backgrounds, because the communities they serve are diverse.*

This initial glimpse into the student learning outcome of diversity demonstrates that students are learning about how their behaviors have impacted the way in which they view diversity in their own lives. The subcommittee will review and report the results for the BMT 2720 Managing Workplace Diversity once they are received.

STRATEGY USED TO INCREASE DIVERSITY OF FACULTY AND STAFF AT THE COLLEGE

The HROD Recruitment Department at Prince George’s Community College held its inaugural in-house faculty and staff recruitment career fair in spring 2019. This marketing effort was strategic in its advertising and invitation of job seekers both locally and in the mid-Atlantic region. Department heads and knowledge experts were asked to participate in the career fair to discuss employment opportunities with invited guests. Job seekers had the opportunity to speak with hiring managers and complete applications on site. Additionally, virtual visitors were encouraged to visit the College’s website to learn more about Prince George’s Community College and to apply for employment opportunities online. Whenever possible, members of the Recruitment Department engaged with other areas of the College to collaborate recruitment efforts. Members of PGCC’s STEM Division invited the Recruitment Department to attend The Graduate School of Howard University’s (HU) *Annual Preparing Future Faculty Summit*. The HU sponsored event was an opportunity for colleges and universities who wish to diversify their professoriate to meet with HU’s most academically stellar students who are committed to pursuing a career in post-secondary education. The Recruitment Department attended the Mid-Atlantic 2019 Fall Conference of HERC. The conference enlightened the attendees with discussions on diversity, inclusion, well-being, and disability. The staff learned about HERC’s partnership with Military Spouses/Partners designed to provide technology and resources to dual-career jobseekers, which also drives jobseekers to PGCC’s website and employment site. HERC offers jobseekers;

- Access to the most comprehensive websites for individuals conducting a higher education career search in the region and nation
- Create a profile to upload CV/resume
- Set-up e-job alerts when HERC identifies employment matches
- College and university partners have access to search profiles for employment matches

The chart below shows a slight increase in hiring individuals identifying as Hispanic. This is one of the targeted populations in order for the College to mirror county demographics. Overall, the College remains prudent, always finding strategic ways to attract diverse applicants seeking staff and faculty employment opportunities at Prince George’s Community College.

Ethnicity of PGCC Workforce	FY 19	FY 18	FY 17	FY 16	FY 15
African American/Non-Hispanic	53.87%	58.61%	61.58%	67.19%	65.00%
American Indian	0.30%	0.34%	0.28%	0.00%	0.60%
Asian/Pacific Islander	4.45%	4.05%	4.52%	3.62%	2.00%
Hispanic	4.90%	4.09%	5.37%	4.52%	2.60%
Reporting Two Or More Races	2.42%	2.17%	1.98%	1.36%	2.20%

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 College community.



**Maryland Higher Education Commission
Education Article 11-406 – Plan for Program of Cultural Diversity
FY 2019-2020**

**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 2017-2021 Maryland State Plan for Postsecondary Education, which emphasizes access, success, and innovation. 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. In the institutional values section of the college catalog, Wor-Wic defines "diversity" as "embracing all people, ideas, and experiences by providing an inclusive and supportive environment." Wor-Wic recognizes the importance of promoting awareness, understanding, and appreciation of diverse racial, ethnic and cultural groups, as evidenced by the college's mission to "serve a diverse student body through its high quality, affordable offerings and comprehensive support services" and one of its eight mission-based institutional goals to "Attract and retain a diversity of students and employees". 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 the underrepresented groups, Wor-Wic continues to improve handicap accessibility in all buildings. In FY 2018, 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, and 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. During FY 2020, all automatic door operators were replaced or repaired and are fully operable. The department will continue to service the operators as they become defective.

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. Due to the Covid-19 virus, many of the Spring 2020 events were cancelled; however, other committee activities included the following events; African-American History Month book discussion, Latin dance instruction, poetry reading, a student diversity conference, the Black Klansman film screening, and multiple cultural presentations led by students and staff. Passport Around the World, an event held in collaboration with the hotel-motel restaurant program's culinary component, was initially a fall and spring luncheon to showcase international food. In FY 2020, the luncheon was held in the fall and experienced an increase in student attendance over the previous year. Student, faculty, and staff diners at the luncheon sampled cuisine from Costa Rica, Nigeria, and South Korea. Brief presentations were conducted by staff from two of the countries discussed the cuisine's significance, spices, and other food eaten with the featured dish. Another new event coordinated by the committee were international presentations featuring international students or staff discussing race, religion, politics, social activities, education, food, and customs of their countries. The first international student presentation was held in February 2018 and had 22 attendees whereas attendance at this year's presentations ranged from 26 to 55 (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 enrollment services department is to promote the college and its programs of study to prospective students and residents of Worcester, Wicomico, and Somerset counties. In this pursuit, enrollment services visits local high schools and various community events within the tri-county area. During FY 2020, enrollment services expanded efforts to offer college services to students that lacked transportation to the college by taking representatives from the admissions, registrar, and financial aid offices to selected high schools in the college's service area. This year a majority of schools in Wicomico County took advantage of this opportunity, in addition to several schools in Worcester and Somerset Counties. In addition to standard outreach in the high schools, participating in college fairs, and hosting high school visitations, enrollment services focused multiple efforts on informing students and parents in the service area about the Maryland Community College Promise scholarship program. The following list of events is minor in scope as to various activities and strategies used by enrollment services in FY 2020 to recruit a diverse student applicant pool (see Appendix B for enrollment services events, FY 2020):

“Horizons” – A low income group from Wicomico County visited the college for a tour, lunch, and interactive educational game. (July 16, 2019)

“NAACP Back to School” – The annual back to school event was held at Salisbury Middle School and provided an opportunity for students and their parents to learn about support services and educational opportunities available in the community. (August 1, 2019)

“One Year to Empower Women’s Group” – In partnership with the Worcester County Health Department, enrollment services hosted a group of 20 minority females with the purpose of promoting the college’s programs of study and other opportunities in higher education. (October 10, 2019)

“College Focus” - In partnership with the Shore Way to College group, enrollment services hosted a group of 42 “at risk” students from Somerset County to promote the college’s programs of study and higher education opportunities. (November 15, 2019)

“8th Annual Tri-County Pathways Night” - The annual event was held at the college and sponsored by Somerset, Wicomico, and Worcester County Public Schools. This is an information night for parents and students who are planning their career or higher education futures after high school. (November 19, 2019)

“MSFAA at James M. Bennett” - The Maryland State Financial Aid Application (MSFAA) is available to applicants who are ineligible to receive federal aid using the Free Application for Federal Student Aid (FAFSA). The MSFAA allows qualified children of undocumented immigrants, who qualify for in-state status, to apply and be considered for certain types of State need-based financial aid. An MFSFAA workshop was held at James M. Bennett High School. (December 12, 2019; Attendance: 57)

“Information Nights” – Enrollment Services held several information nights at the college in order to promote certain college programs that provide opportunities for early enrollment. One night dealt with the Maryland “PROMISE” scholarship, which offers the possibility of free college for Maryland high school students. Forty-five students and their parents attended. Another 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. (November 13, 2019, February 12, 2020).

“Financial Aid MD Promise Workshops” - Two financial aid workshops were held at each of the public high schools in the tri-county service area and focus on the MD Community College Promise Scholarship Program.

“Maryland Promise Scholarship Information & Workshop” - The college hosted a Saturday Maryland Promise workshop for students and families to apply for Federal financial aid and the Maryland Community College Promise Scholarship Program. (February 22, 2020)

“Lower Shore Transition and Advocacy Conference” – The college hosted a conference for inclusivity of disabled students seeking educational opportunities. Carol Beatty, Secretary of the

Maryland Department of Disabilities, presented the keynote address, followed by two panel discussion and breakout sessions including sessions on benefits counseling, Skills USA, DDA services, self-advocacy through art, DORS' Pre-ETS, assistive technology, MD Able, post-secondary education, self-advocacy and adult guardianship. (March 7, 2020).

The director of career and testing services has worked with six dislocated workers (three Trade Adjustment Assistance Act funding and three Workforce Innovation and Opportunity Act funding clients) 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 and testing 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 and testing 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 and testing services also participated in the Junior Achievement Inspire event on February 27, 2020 at the Ocean City Convention Center to engage with middle and high school students about career options. The director of career and testing services has also given career development presentations for the Joseph House, and the Homeless Community Outreach Project. The director of career and testing services is also the project manager for the Workforce Employability Skills Leadership Program (WELSP) MHEC Grant which works with GEAR UP Program students who are current seniors 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. In addition, 10 students from this program were chosen to participate in a summer 2019 youth employment program funded by the WELSP grant. The student workers participated in classroom instruction on career readiness topics each Wednesday and worked 20 hours in the field on the remaining week days with local area employers, to include Wor-Wic Facilities Management Department.

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. Eighteen 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 (36%), it is higher than the average for all small Maryland community colleges (11%). According to the 2019 Performance Accountability Report Indicator #11, of the seven small Maryland community colleges, Wor-Wic has the fourth highest percentage (9.2%) of full-time credit faculty who are minority. Wor-Wic has reached almost 80% of its benchmark of 12% for minority faculty. Wor-Wic ranks first among the seven small community colleges in the percent of full-time administrative/professional staff who are minorities. Wor-Wic's percentage increased each year from the fall of 2015 (12.1%) to the fall of 2017 (18.3%), then decreased to 17.5% in 2018. The college has exceeded its benchmark of 14 % (2019 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 2009 to Fall 2019, the number of full- and part-time employees at the college has increased by 39 people, or 9.4%. During the last 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 (see Appendix C for FTE enrollment and employee by classification, 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 9.0 compared to 6.0 for other small Maryland community colleges (FY 2019).

Veterans Upward Bound (VUB) is a federally funded Title IV (TRIO) program designed to motivate and assist veterans in the development of academic and other requisite skills necessary for acceptance and success in a program of postsecondary education. The program provides assessment and enhancement of basic skills through counseling, mentoring, tutoring and academic instruction in the core subject areas. The primary goal of the program is to increase the rate at which participants enroll in and complete postsecondary education programs. VUB serves 125 veterans annually and began in the Fall 2017 semester. Two-thirds of the program participants are both first generation and low-income. The remaining one-third are either first generation, low-income or considered “at-risk” due to disability, low-test scores or other factors. The following tables provide a breakdown by percentage of current program students by gender and race:

Gender

Female	Male	Total
20%	80%	100%

Race

Asian	Latino	African American	Caucasian	Total
2%	4%	37%	57%	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 2020, VUB services included the following: individual assessment of English and math and individual tutoring; educational and cultural trips, including visits to the National 9/11 Memorial and Museum, the National Museum of the Marine Corps, NASA Flight Facility Wallops Island and the National Museum of African American History and Culture; 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 of currently enrolled veteran and military students. The club held its annual Veterans Day ceremony at the college on November 11, 2019 (147 attendees) and the Memorial Day ceremony on May 23, 2019 (98 attendees). In addition, the club held monthly pizza-socials for student veterans to mingle and share military camaraderie

(30 participants, monthly average). Lastly, the annual United States Marine Corps-Reserves Toys-for-Tots Christmas collection was held from November 15 to December 15, 2019. Over 500 new toys were collected for distribution to local disadvantaged children. Wor-Wic was recognized as one of the largest donation sites in the tri-county area of the Eastern Shore of Maryland. Wor-Wic was selected as a Top Ten Gold Community College in the nation for services provided to veteran and military students

The continuing education workforce development division (CEWD) offered multiple courses and initiatives in FY 2020 to further cultural diversity for incarcerated, developmentally disabled, and economically disadvantaged populations. CEWD also has multiple initiatives in FY 2020 that include partnerships, grants, and training to foster employment, leadership, and communication for diverse audiences.

For Adult Education Populations:

- The adult basic education program has more English as a Second Language (ESL) classes than ABE/GED classes in Wicomico County due to the growing need for educational services in the program's demographic area. The program includes a diverse ESL student body from around the world, but its primary non-native students are Haitian who speak Creole.
- The adult education program celebrates the diversity of its student body and provides resources and support to participants as they continue to become acclimated to the American culture. In FY 2020, the program served a total of 477 students, 285 (60 percent) of which were ESL students. The dominant level of language learners were in the High Beginning range and were provided with the tools and resources to increase their language acquisition skills for student success.
- In addition, in FY 2020, the adult education program conducted a professional development on "Cultural Considerations for Instruction" training that was led by the adult education team.

For Allied Health (AH) Populations:

- Worcester County Safe Stations - Director of CEWD AH joined the Steering Committee to support Worcester County Health Department staff in partnering with the Town of Ocean City Fire Department to launch a "Safe Station" in Ocean City at the 15th Street Fire Station. The goal is to provide immediate assistance, 24-hours a day, 7 days a week to any individual seeking treatment services for substance abuse. (Spring 2019 and ongoing)
- Harm Reduction Course – Contract training with Worcester County Health Department on harm reduction strategies and ideas aimed at reducing negative consequences associated with drug use. (April 26, 2019)
- Allied Health Mandatory Information Sessions - We revamped our CNA orientation sessions into information sessions for all CEWD AH career training; we include information on accommodations for disabilities; counseling services; potential financial resources and expungement resources. (December, 2019 and ongoing)

- Professional Development: Dimensions of Diversity Training – Director of CEWD AH attended a training hosted by the Worcester County Health Department in partnership with the Maryland Commission on Civil Rights (wording from the flyer: Moving from "Them" to "Us!" Why do we use the terms “those people” and “one of them” when in reality it is really “we” and “us” in the world? Through accepting assumptions and unquestioned biases, individuals, agencies, and businesses can rob themselves of valuable opportunities for growth and development. By seeing people as individuals and not as a group, understanding and movement can help lead us to change in a different way. This workshop provided information as well as experiences on understanding and working with persons that are perceived to be “different.”) (February 6, 2020)

The allied health department held additional courses and trainings focused on cultural diversity, including an expungement workshop, safety in health care jobs, ethical considerations in rural practice, and mental health first aid for current CNAs (see Appendix D for CEWD allied health cultural diversity initiatives).

For Business and Industry Populations:

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 (see Appendix E for employment of disadvantaged youth in the trades, CEWD 2020).

Initiatives to Create Positive Interactions and Cultural Awareness

The items herein reflect events and initiatives held in FY 2020 to support the cultural diversity plan for Wor-Wic Community College:

Faculty and Staff Cultural Training Programs

Wor-Wic Community College uses a combination of recruiting tools to attract minority applicants, including (a) advertising through an organization that ensures our postings are promoted on hundreds of relevant job aggregators, national sites, industry sites, and local sites, as well as on social networks such as Twitter and Facebook using targeted campaigns, and (b) the use of affirmative action emails through higheredjobs.com, which reaches more than 330,000 minority job applicants. For FY19, 37% of applicants who self-disclosed their race identified as minority. According to the U.S. Census Bureau (2018), 39% of Wicomico County is represented by minority groups and 21% of Worcester County is represented by minority groups. The average for both counties is 30%. It appears we continue to be successful at ensuring our applicant pool is diverse.

As of June 30, 2019, 19% of all standard and grant employees identify as minorities. Based on the MACC 2020 Databook, minority statistics for all full-time and part-time employees at Wor-Wic are higher than all the other small community colleges in Maryland.

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 week of employment. The training is typically completed in the HR

office on the employee's first day of work. The training provides information to new employees about Title IX, including the protection from discrimination it offers to students and employees. The training also covers sexual harassment, violence, and assault on and off campus, and makes it clear that discriminatory practices and retaliation will not be tolerated. Several key employees attend off-site Title IX trainings that are offered by the Association of Title IX Administrators, Maryland Title IX Consortium, Association of Title IX Administrators (ATIXA), and the Maryland Coalition Against Sexual Assault, to name a few. HR also brings trainers to campus to cover diverse topics.

In 2019, HR continued to organize a variety of online and in-person trainings on diversity topics, including Diversity and Inclusion, several Naloxone trainings, Title IX and Sexual Misconduct training, Creating an LGBTQ Inclusive Workplace-Going Beyond Policies training, Discrimination Awareness in the Workplace training, mandatory web-based Title VI training, National Recovery Month training, Retaining Faculty & Staff of Color: Changing the Culture training, and Breaking Down the Barriers: Access to Justice for Underserved Student Populations training. Employees have also completed self-paced training through the HR online training system on a variety of diversity topics, including transgender awareness, making campus safe for LGBTQ+ students, implicit bias and microaggression awareness, sensitivity awareness, Campus SAVE Act for employees—sexual violence awareness, and diversity awareness staff to staff.

Curricular Initiatives that Promote Cultural Diversity in the Classroom

Arts and Humanities

The Echoes & Visions Reading Series 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. This year's poetry readings were planned to provoke thoughtful consideration of the diversity of the college's local community (see Appendix F for arts and humanities events).

Spanish 101/102 Culture Assignment: In order to expose students to authentic examples of Hispanic culture, all SPN101 students are required to watch a film produced in Spain or a Latin American nation and write a short analysis on a cultural aspect of the movie. In SPN102, students have a similar assignment, but instead of a film, they must analyze a short story or poem originally written in Spanish by a Hispanic writer. These assignments are often the first-time students view a Spanish/Latin American movie or read a Hispanic literary text. As such, after completing the analysis there is a class discussion on how the films differ from those typically produced in Hollywood and how the literary texts compare to prevalent themes in Western literature.

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.

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 G 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.

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 FY19 are available for evaluation. FY20 cultural diversity paper and presentation assessments are planned for the conclusion of the spring 2020 semester. Cultural diversity presentations for FY20 will be completed as narrated PowerPoints due to the switch from face-to-face instruction to an online course delivery system as a result of the Coronavirus pandemic (see Appendix H for radiologic technology diversity and sensitivity initiatives).

Faculty and Staff Professional Development

At Wor-Wic, professional development of faculty and staff is important to the continuous growth of the college. In the college's Policies and Procedures Manual (PPM), the position description for full-time credit faculty states they "must attend faculty professional development activities as scheduled" and "keep current in [their] area of teaching expertise and in instructional methods by attending appropriate professional meetings, conferences or workshops, as well as through continued occupational experiences and literature research" (Wor-Wic PPM: Job Description, Full-Time Credit Faculty). In addition, the college encourages and makes available professional development opportunities for part-time faculty.

Wor-Wic supports the professional development of faculty in multiple ways, including an annual professional development day for faculty, funding for conferences, tuition reimbursement for discipline-related higher education courses, and other in-house professional development opportunities. The college's annual professional development day is organized by a faculty committee. When requested, funds are available for speakers to present on the faculty identified topics. Full-time faculty are required and part-time faculty are encouraged to attend. Per fiscal year, funds are allocated within the operating budget for full-time faculty to attend conferences, such as the Association of Faculty for Advancement of Community College Teaching (AFACCT) conference and various national discipline conferences.

Similar to the faculty, administrators and support staff are provided professional development opportunities. Administrators are provided tuition reimbursement to continue higher education courses in fields related to their departmental responsibilities, in-house workshops to expand computer skills, funding to attend meetings and conferences of state, regional, and national affinity groups, and are encouraged to foster leadership within their departments. The support staff host a professional development half-day session each spring that addresses safety, health and nutrition, customer service, and computer skills.

Co-curricular Programming for Students

The director of student engagement, student government association, student services, and academic departments organized programs and events to broaden students' cultural awareness and understanding of underrepresented groups. Events included discussions on Black male empowerment, film screenings, and African American History Month activities (see Appendix I for office of student engagement initiatives – FY 2020).

The Academic and Disabilities Counselor, and Director of Student Success, work to enhance the success of all Wor-Wic students through personal counseling, small-group activities, and special events. During FY 2020, the department of student success held workshops and presentations on sexual assault, suicide, human trafficking, drugs and alcohol, food insecurity, and anxiety and stress (see Appendix J for Counseling Services and Student Success Events, FY 2020)

The Gay Straight Alliance (GSA), a student club, holds monthly meetings with attendance ranging up to 15 members. In Fall 2019, the club gained a new advisor, an administrator from the Continuing Education Workforce Development division. On October 11, 2019, GSA provided printed information about National Coming Out Day. The event information was available to the entire campus as signs were posted throughout the buildings and on cafeteria tables. In addition, the club hosted a Transgender Memorial Candlelight Vigil on November 20 and was open to the campus and community. Featured speakers included a club member and a local PFLAG representative. The event was held in remembrance of transgender women who had been murdered in 2019 (*Attendance: 30*).

Successful Strategy to Increase the Diversity of Faculty and Staff

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's website were designed based on the committee's input. In addition, a new procedure for selecting search committees was proposed and related policy revisions were approved by the board of directors and published in the policy and procedures manual in January 2020.

In the past, search committees were often interdepartmental and homogenous. Based on research and a review of best practices among diverse higher education institutions, the college is confident a new recruitment effort will lead to an even higher minority representation among its employees. To strengthen minority staff and faculty recruitment efforts, the human resources office recently revised its employee search policy to require diverse search committees:

Employment-Search Committees Procedure

A search committee is a diverse group of individuals from various position classifications, salary grades and departments of the college who work together to screen, evaluate and recommend viable candidates for employment. Except for internal appointments, the college uses search committees for all vacant standard positions and all

vacant conditional and temporary administrative and support staff positions. To increase the diversity of employees, all search committees must be diverse.

Prior to completing the Employment Advertisement Request form, the chair of the search committee submits to the senior director of human resources a list of no more than seven employees who he or she would like to have on the search committee, including employees who represent all of the following characteristics, whenever practicable: male, female, person of color, over the age of 40, under the age of 40, the supervisor of the position, an employee outside of the department, an employee with similar job and an employee with related knowledge or experience. The senior director of human resources, in consultation with the vice president of the vacant position, narrows the committee down to no more than five members and suggests changes to the committee membership, if necessary, to ensure a diverse committee. (Wor-Wic Policy and Procedures Manual)

Since June 2016, Wor-Wic's minority employee statistics have ranged from 16% (June 30, 2015) to 19% (June 30, 2019) (see Appendix K for minority faculty and staff statistics). The figures vary year-to-year by employee category; but as a whole, the percentage of minority employees continues to increase at the college. This increase is primarily due to the college's ability to successfully recruit diverse applicants. HR will continue to monitor and strengthen minority staff and faculty recruitment efforts to ensure employees who represent diverse characteristics are included in the talent search process.

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 in the Public Safety appendix of the college's 2020-2021 catalog and the safety and security section of the catalog's appendix includes the hate crime policy and procedures for reporting the crime (see Appendix L for crime reporting procedures).

References

2019 Performance Accountability Indicator Report Indicator #11: Percent Minorities of Full-time Faculty.

2019 Performance Accountability Indicator Report Indicator #12: Percent Minorities of Full-time Administrative and Professional Staff.

2020 Maryland Association of Community College Databook (March 2020).

Wor-Wic Community College 2019 Accountability Report.

Wor-Wic Community College Catalog, 2020-21.

Wor-Wic Community College Policies and Procedures Manual, 2019-2020.

Wor-Wic Community College Facts & Figures 2020.

Appendix

Appendix A – Cultural Diversity Committee Events, FY 2020

Presenter/Display	Date	Topic/Title
An Introduction to Haiti Presenter: Mike Angelot (student)	September 30, 2019	Cultural Presentation <i>Attendance: 26</i>
Pam Wood, Dance Instructor and Owner Ballroom Made Simple Salisbury, MD	October 1, 2019	An Evening of Salsa <i>Attendance: 18</i>
An Introduction to Nigeria Presenters: Dr. George Ojie-Ahamiogie, WWCC Department Head and Professor of Business and Hospitality Management and Esther Dapibi, Wor-Wic Financial Aid Advisor	November 7, 2019	Cultural Presentation <i>Attendance: 55</i>
Passport Around the World – Luncheon featuring entrees and desserts from Costa Rica, Nigeria, and South Korea	November 8, 2019	Luncheon promoted to students that featured international food <i>Attendance: 20</i>
An Introduction to Chile Presenter: Dr. David Mongor- Lizarrabengoa, WWCC Assistant Professor of Spanish	January 29, 2020	Cultural Presentation <i>Attendance: 30</i>
An Introduction to India Presenter: Kamlesh Pirohit (student)	February 12, 2020	Cultural Presentation <i>Attendance: 27</i>
<i>The Miseducation of the Negro</i> by Dr. Carter G. Woodson	February 15, 2020	African-American History Month Book Discussion <i>Attendance: 15</i>

Appendix B – Enrollment Services Events, FY 2020

Event	Date	Description/Results
“Gear Up: College Night”	September 26, 2019	In partnership with the Wicomico County Board of Education, Salisbury University and University of Maryland Eastern Shore, enrollment services presented the college application and admission process to a group of first-generation high school juniors and seniors (as well as their parents).
“Admissions Application Boot Camp”	October 4, 2019	In cooperation with Wicomico County Board of Education, the Wor-Wic enrollment services hosted a majority of Wicomico County’s senior class for an overview and to promote higher education. Over 150 students attended.
“Transitional Youth Group Visit” -	January 4 & 11, 2020	Students with disabilities explored the support services and educational opportunities available to them after high school.
“GEAR UP Students Visit”	November 21, 2019	Students from high-poverty schools from Wicomico County visited Wor-Wic to explore options after high school.
“Second Chance Pell”	Ongoing	The Second Chance Pell program is designed to prepare incarcerated individuals for their release and to ensure that they have a college certificate or degree that will help them find gainful employment. Wor-Wic was one of 67 colleges and universities in the country chosen to initially participate in this program. Wor-Wic had eight students in Second Chance Pell inducted into the Phi Theta Kappa (PTK) honor society in 2019. Five Second Chance Pell students graduated with their certificate in HMR in 2019.
‘18th Annual UMES Tri-County College Fair”	October 23, 2019	In cooperation with UMES, Wor-Wic set up an information booth to provide high school students with information related to Wor-Wic's credit programs and non-credit course offerings. This event allowed the college to highlight its application process, showcase many of its health care options and programs, and discuss the out-of-county bordering county tuition for students who reside in Accomack County, Virginia who may be interested in programs and courses offered at Wor-Wic which may not be offered at their home institution.

Appendix C - FTE Enrollment and Employees by Classification, Table 3.8

Fall	FTE Enrollment*	Total Employees	Faculty FT (CR/CE)	Faculty PT (CR/CE)	Administrators FT and PT	Support Staff FT and PT
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
2019	2421.95	452	74	168	89	121

Appendix D - CEWD Allied Health Cultural Diversity Initiatives

Cultural Diversity Initiative	Timeline	Results
Junior Achievement (JA) Inspire Event	February 27, 2020	This career exploration event for 8th graders was held in Ocean City this year for counties across the Eastern Shore; many representatives from credit and non-credit programs across WWCC attended the goal was to have hands-on interactive booths to raise awareness to careers and college experiences.
Exploring Safety in Health Care Jobs	March 10, 2020	This course was offered to the transitional youth from the Lower Shore counties who come to campus for instruction; we had 2 out of 6 sessions before the schools closed down for the coronavirus crisis; content included safety issues in all HC jobs from dietary and housekeeping in a hospital to vet assistants and EMS first responders. Also started skills practice intended for American Heart Association Heartsaver First Aid CPR AED certification. This class has been suspended at this time.
Professional Development Course: Ethical Considerations in Rural Practice	March 10, 2020	This course was offered to the transitional youth from the Lower Shore counties who come to campus for instruction; we had 2 out of 6 sessions before the schools closed down for the coronavirus crisis; content included safety issues in all HC jobs from dietary and housekeeping in a hospital to vet assistants and EMS first responders. Also started skills practice intended for American Heart Association Heartsaver First Aid CPR AED certification. This class has been suspended at this time.
Mental Health First Aid training for current CNAs	January 24, 2020; March 19 & 20, 2020	Two sections of this course were scheduled for current CNAs so they could earn their MHFA certification. Funding was provided by an EARN grant. (full disclosure- we had 1 student register for each course and when cancelled, the students were referred to our partner, Worcester County Health Dept. to attend one of their free trainings.)

Appendix E - CEWD Employment of Disadvantaged Youth in the Trades, FY 2020

<p>Disadvantaged Students/Cultural Diversity Initiative (To help increase employment within the Trades areas.)</p>	<p>Timeline</p>	<p>Results</p>
<p>A free 98-hour, evening construction training program is offered to eligible participants. Two carpentry courses are funded by a Department of Labor EARN Maryland grant in partnership with industry representatives, Quality Staffing Services, and the Lower Shore Workforce Alliance. Students within the program learn job readiness and carpentry skills with the goal of securing entry-level construction jobs. At the construction graduation that is attended by employers, students earn diplomas and the top student takes home the valedictorian trophy.</p>	<p>Ongoing</p>	<p>Students within the program learn job readiness and carpentry skills with the goal of securing entry-level construction jobs. At the construction graduation that is attended by employers, students earn diplomas and the top student takes home the valedictorian trophy.</p>
<p>A free 455-hour, thirteen-week, day-time welding training program is offered to eligible participants. The training is funded by a Department of Labor EARN Maryland grant. Arcon Welding, Quality Staffing Services and the Lower Shore Workforce Alliance have partnered with Wor-Wic Community College to help with candidate selection and provide soft skills and content instruction.</p>	<p>Ongoing</p>	<p>Students within the program learn job readiness, welding skills and may earn up to four welding qualifications to help secure entry-level welding jobs. At the welding graduation that is attended by employers, students earn diplomas and the top student takes home the valedictorian trophy.</p>
<p>A free 250-hour, fourteen-week, evening metal fabrication training program is offered for eligible participants. The training is funded by a Department of Labor EARN Maryland grant. Crystal Steel, Arcon Welding, Quality Staffing Services and the Lower Shore Workforce Alliance have partnered with Wor-Wic Community College to help with candidate selection, pay for equipment and consumables and provide soft skills and content instruction.</p>	<p>Ongoing</p>	<p>Students within the program learn job readiness, metal fabrication skills and OSHA certificates to help secure entry-level metal fabrication jobs. At the metal fabrication graduation that is attended by employers, students earn diplomas and the top student takes home the valedictorian trophy.</p>
<p>In partnership with Delmarva Power, Wor-Wic provides a \$25 reading comprehension and math course to prepare eligible participants for an exciting career as linesmen.</p>	<p>Ongoing</p>	<p>Students who pass the Delmarva Power CAST test and complete job applications, are placed at the top of the interview/hire list.</p>

Appendix F - Arts and Humanities Department Events. FY 2020

Cultural Diversity Initiative	Timeline	Results
Poetry Reading by Carmen Gillespie	April 12, 2019	This poetry reading was part of the Echoes & Visions Reading Series. Gillespie's work explored themes related to slavery, oppression, female empowerment, and the African-American experience. <i>Attendance: 30</i>
Poetry Reading by Diane Glancy	June 11, 2019	This poetry reading was part of the Echoes & Visions Reading Series. Glancy's work explored themes related to Native American history, racial identity, reservation life, war, and faith. <i>Attendance: 40</i>
Poetry Reading by Luisa Igloria	November 8, 2019	This poetry reading was part of the Echoes & Visions Reading Series. Igloria's work explored themes related to family life, female empowerment, immigration, myth, and the Filipino-American experience. <i>Attendance: 20</i>
Poetry Reading by Cameron Barnett	February 7, 2020	This event was part of the Echoes & Visions Reading Series. Barnett's work explored themes related to adolescence, pop culture, and the African-American male experience. <i>Attendance: 50</i>

Appendix G - 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.
14. 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.

In the second semester of the CPN program, NUR 111: Adult and Mental Health Nursing is taught. One core student-learning outcome for NUR 111 is, the student will be able to utilize the nursing process to identify common deviations from normal in the physiological, psychological, emotional, cultural, and social functioning of adults.

The third and final semester of the CPN program also includes teaching students cultural awareness, which is threaded throughout the course. This awareness alerts students to some particular cultures that may influence care rendered and received, whether during prenatal or postnatal care, or with children and families.

Directly progressing from the third semester of the CPN program into the first semester of the ADN program, students 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 H – Radiologic Technology Cultural Diversity Assignment Outcomes, FY 2020

Cultural Diversity Initiative	Timeline	Results (include number of attendees, participants and/or significant outcomes)
RDT 205 Cultural Diversity Paper	Spring Semester First-year Students	FY19 results: Class average 87%. Results include 11 student participants within the RDT student cohort. FY20 results: Not available. Students will complete the paper at the end of the spring 2020 semester.
RDT 205 Cultural Diversity Presentation	Spring Semester First year Students	FY19 results: Class average 84%. Results include 11 student participants within the RDT student cohort. FY20 results: Not available. Presentations are due at the end of the 2020 semester. Presentations will be modified for online course instruction resulting from the Coronavirus pandemic.

Appendix I - Office of Student Engagement Cultural Diversity Initiatives, FY 2020

Cultural Diversity Initiative	Timeline	Results
Maryland Males of Color Summit	November 2019	Males of color attended this year’s summit which was held at Montgomery Community College, in addition to 4 faculty members of color. The keynote address was delivered by Dr. Steve Perry. October 25, 2019 <i>Attendance: 20</i>
Black Male Initiative (BMI) was instituted.	FY 2020	The BMI was slated to host only 25 males of color; however, at the end of initial meeting, the group had more than 35 students interested and actively participating. The group utilizes a barbershop model, in which students have an open forum to discuss topics that directly impact them. <i>Attendance: 35, ongoing meetings</i> This group also participated in the annual Successful MALE Dinner January 23, 2020 <i>Attendance: 25 males of color</i>
Black History Month	February 2020	<ul style="list-style-type: none"> • Movie: BlacKkKlansman (movie) January 30, 2020 <i>Attendance: 60</i> • Diversity Day, first annual student cultural diversity conference February 15, 2020 <i>Attendance: 50 students</i> • An Evening with Korey Wise of the Exonerated Five—10 participants (bus trip to the University of Maryland Eastern Shore in Princess Anne, MD). February 20, 2020 <i>Attendance: 10</i> • Fat Tuesday February 25, 2020 <i>Attendance: 100</i> • A Celebration of Gwendolyn Brooks, February 27, 2020 <i>Attendance: 30 students</i>

Appendix J – Counseling and Student Success Events, FY 2020

Topic	Dates	Attendance (if applicable)
Sexual Assault	Welcome to Monday Teal Tuesday/I Ask Campaign The Clothesline Project Life Crisis Center in Lobby October 11, 2019 March 20, 2020	Students, staff get donuts, coffee and information. Staff and students wore Teal; digital display and display board about I Ask Campaign. Display of t shirts by past and present students and staff about sexual assault. Information about Life Crisis Services for sexual assault victims. All included SGA Bringing in the bystander Email of sexual assault flier to all staff and students
Suicide	April 12, 2019 September 24, 2019	SafeTalk Training – <i>Attendance: 18</i> Suicide hotline information shared via email and fliers – <i>Contacted 5,922 staff and students</i>
Human Traffic	April 16, 2019	Human Trafficking Seminar – <i>Attendance: 23</i>
Anxiety/Stress Drugs, Alcohol, Opioid	April 23-29, 2019 August 29, 2019 November 20 – December 20, 2019 December 9-12, 2019	Inspirational Smartie Packs handed out – <i>Distributed: 306</i> Smartie packs given out – <i>Distributed: 46</i> Party safely holiday reminder fliers on café tables (24) and fliers on campus doors (25) Stress, study tips and C&D services – Smartie packs – <i>Distributed: 28</i>
Opioid	August 6, 2019 August 29, 2019 August 31, 2019 September 6, 2019 September 9, 2019 September 10, 2019 September 11, 2019 w/ Alcohol September 13, 2019 September 16, 2019 September 17, 2019 September 18, 2019 September 16-20, 2019 September 18-21, 2019 September 24, 2019 September 23-27, 2019 September 30, 2019 October 1, 2019 October 18, 2019 November 8, 2019	Bulletin Board – seen by all in Brunkhorst Hall Go purple wristbands given – <i>Distributed: 57</i> Fountain is purple and flags displayed – seen along U.S. Rt. 50 Go Purple Wristbands – <i>Distributed: 311</i> Go Purple Wristbands given – <i>Distributed: 15</i> , Go Purple and Coat flyers distributed; <i>Distributed: 114</i> (Go Purple shirts given to staff and students) Purple Wristbands given to Math/Science Department Part-time staff – <i>Distributed: 18</i> Smartie packs given – <i>Distributed: 22</i> Smartie packs given – <i>Distributed: 38</i> ; MEC bags/bottles/stress balls/notepads (not all items with every student); <i>Distributed: 52</i> Smartie packs given out – <i>Distributed: 40</i> Smartie packs given out – <i>Distributed: 132</i> “Wear Purple” Shirt Day – <i>Attendance: 61</i> (in picture; many staff and students on campus wore purple) Pinwheels available for staff/students to plant - <i>Distributed: 475</i> Family Fun Day with SGA wristbands – <i>Distributed: 84</i> Smartie packs given – <i>Distributed: 90</i> Go Purple Wristbands given to Hazel Center Cafe staff – <i>Distributed: 16</i> Smartie packs given – <i>Distributed: 71</i> OIT in plain sight trailer – <i>Attendance: 60</i> Smartie packs given – <i>Distributed: 16</i> Go purple lip sync – <i>Attendance: 17</i> Naloxone training (2 sessions) – <i>Attendance: 6</i>
Food Insecurity	October 18-23, 2019	Cards for food pantry bags – <i>Distributed: 50</i>
Health Fair	October 16, 2019	Visitors to table – <i>Attendance: 24</i> ; Go Purple Wristbands – <i>Distributed: 2</i> ; Planners given – <i>Distributed: 5</i> ; Study Skills Charts given – <i>Distributed: 10</i> ; Succeeding in College Charts – <i>Distributed: 4</i>

Appendix K– Minority Faculty and Staff Statistics (Point in Time Snapshots)

Date	Total	Faculty FT	Admin. FT	Admin. PT	Support Staff FT	Support Staff PT
6/30/2015	16.39%	11.94%	11.94%	0.0%	20.24%	33.33%
6/30/2016	16.86%	7.89%	14.49%	0.0%	22.22%	38.89%
6/30/2017	16.88%	9.86%	14.93%	0.0%	21.69%	35.71%
8/21/2017	17.39%	9.86%	15.28%	25%	20.99%	33.33%
6/30/2018	17.67%	8.70%	17.33%	20%	22.35%	25.93%
8/13/2018	16.85%	8.70%	16.46%	20%	20.93%	26.09%
6/30/2019	18.98%	7.81%	18.29%	40%	20.45%	33.33%
8/15/2019	18.31%	9.21%	18.29%	27.27%	20.69%	32.14%

Appendix L – Crime Reporting Procedures

Any member of the campus community who is a victim of, or witness to, a crime at the college campus or at an off-campus, college-sponsored activity, should call 911 and the college public safety department at (410) 334-2937. Anyone who needs help reporting a crime to police can obtain assistance from the public safety department. Prompt reporting assures timely warning notices and accurate disclosure of crime statistics. Victims or witnesses can report crimes, or suspicious behaviors or activities, on a voluntary, confidential basis by sending a text message to 50911. The text message should begin with UTIPS, and the date, time, location and description of the incident should be provided in the text.


All reports of criminal activity are investigated and recorded in the daily crime log in the public safety department by the officer taking the report. The daily crime log is available for public inspection during normal business hours at the public safety department located in Room 104 of Henson Hall.

In addition to the daily crime reporting log, the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act requires that certain crimes, which could require the assistance of local law enforcement officials, must be included in the annual security report. Primary crimes that must be reported include murder, negligent manslaughter, forcible and non-forcible sex offenses, robbery, aggravated assault, burglary, motor vehicle theft and arson. All primary crimes, as well as larceny/theft, simple assault, intimidation, and destruction, damage or vandalism of property, are also classified as hate crimes when there is evidence that the victim was intentionally selected because of the victim's actual or perceived race, religion, sexual orientation, gender, gender identity, ethnicity, national origin or disability. Other crimes that must be reported are domestic violence, dating violence and stalking, as well as criminal charges or referrals to the college's student-faculty disciplinary committee for alcohol, drug or weapons violations. (www.worwic.edu)

OFFICE OF THE CHANCELLOR

MEMORANDUM

TO: USM Presidents

FROM: Jay A. Perman 
Chancellor

DATE: October 5, 2020

Re: 2020 Institutional Programs of Cultural Diversity Annual Progress Report

This is to officially inform you that the Board of Regents, meeting in public session on Friday, September 18, 2020 via Zoom, approved the 2020 Institutional Programs of Cultural Diversity Annual Progress Report for submission to the Maryland Higher Education Commission.

The Committee on Education Policy and Student Life, meeting in public session on September 8, 2020, recommended approval.

JAP/weo

cc: Joann Boughman
Antoinette Coleman
Denise Wilkerson

TOPIC: 2020 Institutional Programs of Cultural Diversity Annual Progress Report

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, September 8, 2020

SUMMARY: Effective July 1, 2008, the Maryland General Assembly required each institution of postsecondary education to develop and implement a plan for a program of cultural diversity among its students, faculty, and staff. Annually, each institution shall submit its plan through its governing body for review. Subsequently, the governing body shall submit to the Maryland Higher Education Commission (MHEC) a progress report regarding the institutions' implementation or improvement of their plans. Following is a USM summary and each institution's cultural diversity submission.

ALTERNATIVE(S): The Institutional Programs of Cultural Diversity Annual Progress Report is legislatively-mandated. BOR approval is required prior to the transmission of these files to MHEC. Regents may approve these reports or make recommendations or inquiries by September 11, 2020. Those recommendations will be addressed by the appropriate party, and updated files will be available in advance of the September 18, 2020 BOR meeting, when the full Board will be asked to take action on this report.

FISCAL IMPACT: Fiscal impact for the Institutional Programs of Cultural Diversity Annual Progress Report is a function of resource needs identified by each institution.

CHANCELLOR'S RECOMMENDATION: That the Committee on Education Policy and Student Life recommend that the Board of Regents approve the 2020 Institutional Programs of Cultural Diversity Annual Progress Report for submission to the Maryland Higher Education Commission.

COMMITTEE ACTION: Approval

DATE: September 8, 2020

BOARD ACTION:

DATE:

SUBMITTED BY: Joann A. Boughman

301-445-1992

jboughman@usmd.edu



UNIVERSITY SYSTEM
of MARYLAND

**ANNUAL PROGRESS REPORT:
INSTITUTIONAL
PROGRAMS OF CULTURAL DIVERSITY
2020**

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, College Park (UMCP)
University of Maryland Center for Environmental Science (UMCES)
University of Maryland Eastern Shore (UMES)
University of Maryland Global Campus (UMGC)

**Office of the Senior Vice Chancellor for Academic and Student Affairs
Presentation to Board of Regents Committee on Education Policy and Student Life
University System of Maryland Office
Tuesday, September 8, 2020**

University System of Maryland Institutional Programs of Cultural Diversity Annual Progress Report, 2020

The University System of Maryland (USM) and its institutions are dedicated to celebrating, supporting, upholding, protecting, and enhancing diversity and inclusion. Moreover, we have assessed, and will continue to assess, our role in perpetuating structural racism and are committed to establishing and promoting anti-racist policies and anti-racist action and dismantling structural racism within the University System itself; elevating issues of race and racism in our teaching, research, and scholarship; and redressing racial inequities and advance social justice in our own communities by examining:

Equity and Climate in the USM

The USM will evaluate whether we treat our own people right, fairly, with equitable opportunity. Among the issues we'll examine are college access and success among Black students; college affordability; diversity among faculty, staff, and leadership; promotion, tenure, and compensation among faculty and employees; implicit bias and cultural competency training; hate crime and hate bias protocols; and training for campus police and safety officers.

Education and Research at the USM

The USM will examine how our universities are teaching issues of race, racism, and social justice; how our curricula in these areas compare to national exemplars and best practices; and what opportunities exist for novel research to advance our understanding of diversity, equity, inclusion, and bias.

Service Mission at the USM

The USM will examine how we apply our knowledge to eliminate racial disparities and social injustice, and how we involve students in this work. We will collaborate with partners in education, anti-poverty, workforce development, criminal justice, health care, and policy research to develop productive and sustainable experiential learning and engagement programs.

[\(https://www.usmd.edu/usm/workgroups/diversity/\)](https://www.usmd.edu/usm/workgroups/diversity/)

As of Summer 2020, this framework will help guide our diversity, inclusion, equity, and social justice work. In subsequent reports, USM will keep the State informed as this work more fully develops.

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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. As of 2020, the progress reports consist of five sections:

Section 1: Provide a summary of the institution's plan to improve cultural diversity. Include major goals, 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.

Section 2: Describe efforts to increase the numerical representation of traditionally-underrepresented groups among students, administrative staff, and faculty. (Goal 1)

Section 3: Describe efforts to create positive interactions and cultural awareness among students, faculty, and staff on campus. (Goal 2)

Section 4: Provide a description of the one strategy that has proven most successful in increasing the diversity of faculty and staff, and what evidence demonstrates its success.

Section 5: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under the Clery Act. (Goal 3)

Institutions are also required to submit their *Institutional Plan for Cultural Diversity*, which is the basis for the information presented in the aforementioned sections. The plans are required by §1 I-406 of the Education Article, which 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.

USM institutions have instituted a variety of initiatives to achieve the aforementioned goals. To experience the full scope of the work, please refer to institutions' complete reports. 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. It should be noted, that the template for the report was presented to institutions on March 2, 2020 and was due on July 31, 2020. Understandably, some of the institutions' efforts and plans had to be redesigned or postponed due to the COVID-19 public health emergency.

## **Section I Campus Summary Statements**

Institutions' summary statements include major goals, areas of emphasis, strategies for implementation, challenges, successes, and an explanation of how progress is being evaluated. They were also asked to indicate any areas of progress since last year (or over the last few years) and areas where continued improvement is needed. The following summaries focus on the goals, areas of emphasis, strategies for implementation, and challenges as identified by the universities.

### **Bowie State University**

As the University aspires to even greater racial diversity, Bowie State 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 University's FY 2019-FY 2024 Racing to Excellence Strategic Plan provides the framework for diversity and inclusion efforts. Goal 4 - *Enhancing our Campus Culture of Diversity, Inclusion and Civic Engagement*, outlines objectives to further enhance the University's efforts to 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 include:

- Community of inclusion
- Culturally responsive pedagogies
- Multicultural programs and services
- Culture of historical richness
- Civic responsibility

Prior to FY 2019, Bowie had a decentralized approach to supporting cultural diversity. Over the past two fiscal years, BSU has made steps to provide a coordinated and deliberate approach to diversity and inclusion. The

Diversity and Inclusion Committee, comprising faculty, students, and staff, developed a set of initial diversity and inclusion goals. Building upon the 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, which would include an expansion on the work of the Office of Equity Compliance, is in draft form with initial funding planned for FY 2021.

### **Coppin State University**

Diversity at Coppin refers to programs, strategies, and initiatives related to the inclusion of those racial and ethnic groups and individuals who are or have been underrepresented in higher education. Additionally, the University's 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. The University continues to make concerted efforts to increase broad participation in training and other activities, and 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.

The University 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 and accomplish greater diversity and inclusion. Selected initiatives across the campus within Student Affairs and Enrollment Management, as well as Academic Affairs, have supported the University's efforts to attract and retain a mix of students who reflect the community. However, there is room for continued improvement. This year, the University conducted outreach that included radio advertisements and recruitment events to specifically target Latino students.

### **Frostburg State University**

Frostburg's Core Values Statement says, "FSU 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 puts this value into action and is intended to help the institution more effectively recruit and retain individuals from historically underrepresented groups. It is also designed to promote cultural understanding and appreciation among the University community. From 2010-2019, the University made important advances toward achieving the five goals of the program:

1. Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students
2. Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students
3. Enhance the Cultural Diversity of Faculty and Staff
4. Create a Campus Environment that Promotes the Valuing of Cultural Diversity
5. Promote the Understanding of International Cultures

The University notes measurable improvement in the first three goals and a number of initiatives dedicated to achieving goals four and five. For example, 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. 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. The University would welcome the opportunity to apply for diversity program funds provided through MHEC and USM.

### **Salisbury University**

Salisbury has adopted a more robust commitment for cultural diversity than ever before. This started with the development of its new University 2020-2025 Strategic Plan, which went into its implementation phase in February 2020. Goal 2 of the Plan is entitled *Inspire a Campus Culture of Inclusive Excellence, Support and Collaboration*. As part of the implementation, the Office of Diversity and Inclusion was relaunched. This relaunch included creating the position of associate vice president of diversity and inclusion and chief diversity officer and

committing additional budget resources. For faculty and staff, SU will continue to expand professional development opportunities (emphasizing face-to-face training) and create inclusive spaces that support networking, foster professional growth, and inspire innovative ideas. By exploring ways to expand benefits, recognition, and rewards programs, the institution hopes to improve the recruitment and retention of all faculty and staff and especially those from diverse backgrounds. During the 2019-2020 year, many academic departments increased their diversity efforts by obtaining grants to support recruitment of diverse faculty, developing departmental diversity interest groups to increase engagement, and including diversity in the curriculum.

The 2019-2020 academic year was challenging for SU with the global pandemic and the national social unrest around racial injustice. Salisbury had a challenging year with campus incidents around racial graffiti, which were found to be executed by an external member of the campus community. In an effort to objectively assess the climate of campus members, Salisbury entered into an agreement with an external partner to conduct a Campus Climate Study. The external partner will provide a report to include recommendations in fall 2020. The Campus Climate Study will assist in guiding the development of a Strategic Diversity Plan for next academic year.

### **Towson University**

President Kim Schatzel has made a commitment to create a more diverse and inclusive campus, which will be achieved with senior leadership and strategic vision for design, promotion, and delivery of best practices in developing inclusive excellence across the campus. 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](#) along with goals for the upcoming year. This year, the Vice President of Inclusion & Institutional Equity was charged to develop TU's inaugural 5-year Diversity, Inclusion and Equity Strategic Plan. TU's summary statement highlights their accomplishments for the 2019-2020 academic year, along with proposed goals for the upcoming academic year, which include:

1. To increase the tenured and tenured-track underrepresented faculty and retaining them by 10%.
2. To ensure that every college or department has one meeting per semester dedicated to cultural competency
3. To continue to provide enforcement of university policies on non-discrimination and hate/bias
4. To develop a five-year diversity strategic plan for Towson University

Towson is also continuing to address (1) the national challenge of identifying and hiring underrepresented individuals in select academic areas and financial concerns for providing competitive salaries, (2) providing help to students as they navigate the changing landscape, external politics, and their understanding of free speech and the university's ability to address bias vs hate, (3) ways to ensure sufficient participation in the campus-wide feedback process (focus groups, interviews, survey completion), and (4) meeting the needs of a large constituency with varying needs and levels of understanding.

### **University of Baltimore**

The sixth goal of UB's *Strategic Plan 2018-23: Re-Imagining UB* 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." UB has developed a strategic framework to identify and address practices and policies that support diversity, equity, and inclusion. In order to foster diversity and create inclusive excellence, the University embraces several principals including:

1. A campus climate that acknowledges, welcomes, supports, and celebrates diversity, equity, and inclusion among students, faculty, and staff.
2. 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.
3. 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.
4. The infusion of diversity-content in the academic curriculum and co-curricular programs.

UB has met their goal of closing the achievement gap, and they continue working toward the goal of recruiting and retaining a diverse community of successful students, faculty, and staff. The University is exploring ways to embed more student events into courses and to offer virtual events, which may increase engagement of the primarily older and working student population. Finally, the University is aware of the need to expand its pool of diverse faculty applicants and new hires and to continue tracking and assessing its initiatives. These initiatives, including improvements in tenure-track faculty diversity, are among the University's priorities going forward.

### **University of Maryland, Baltimore**

UMB is nearing completion of its fourth year of implementing the FY2017-2021 Strategic Plan (the "Plan"), scheduled to expire on June 30, 2021. The Plan consists of six themes and 28 strategic outcomes. As of the last report, 306 goals are at varying stages of completion, with greater than 70% of all targets in progress achieved, nearing completion, or having made significant progress toward attainment. In the context of advancing cultural awareness among faculty, staff, and students, UMB leadership is increasingly conscious of removing institutional barriers that challenge the attainment of cultural diversity goals while also developing attainable tactics that support their objectives. Theme 4 – *Inclusive Excellence* – addresses this objective and accounts for 14% (42) of all goals in the Plan. For the period ending June 30, 2019, approximately 75% of these goals are achieved, nearing completion, or substantially underway. The progress reports for the execution phase of the entire Plan are available on the UMB strategic plan website. The University continues, as a collective, to emphasize faculty and staff cultural diversity awareness and its demonstration in the policies, plans, activities, and outcomes it employs.

The Diversity Advisory Council (DAC) serves as the advisory body to the University leadership. The Council consist of representatives across each School and the campus, including the staff and faculty senate, human resource services, and the student body to help inform initiatives and efforts. The DAC has influenced the execution of climate surveys, the development of strategies, and the active engagement of experts to improve UMB's outcomes. Two specific UMB initiatives currently underway include 1) the participation of a renowned cultural diversity expert to influence and design programs that prepare the University to achieve its cultural diversity outcomes across campus, and 2) efforts to diversify UMB's faculty ranks using evidence to increase the likelihood of success.

### **University of Maryland, Baltimore County**

UMBC continues to implement its 2019 Diversity Plan while working through all of the challenges brought forth by coronavirus pandemic. The following areas are addressed:

*Diversity in Graduate and Undergraduate Enrollment* - For both graduate and undergraduate recruitment and enrollment initiatives, COVID-19 has had a serious financial impact on students and their families. Students and families are rethinking their academic plans, and even delaying their education. This changing financial landscape will require not only additional financial resources to support both the recruitment and retention of students but also flexibility in the approach to the delivery of instruction and academic and support services as students and families balance school, work, and family.

*Diversity in Faculty Hiring* - During this pandemic and continuing movement for social justice and equality, UMBC is committed to the recruitment, retention, and advancement of underrepresented minority faculty, who are disproportionately affected by these crises. The University is evaluating the impact of budgetary constraints on the ability to hire more faculty. Nevertheless, faculty diversity and inclusive excellence remains a guiding principle of the institution. Consequently, they have prioritized faculty hiring through the Postdoctoral Fellowship for Faculty Diversity program for the coming academic year.

*Diversity in Student Affairs and Services* - The Division of Student Affairs has been careful to take into consideration the various ways students are being impacted by COVID-19, ongoing racial unrest in the country, and the dramatic changes in employment and income across the nation. Along with health, sense of belonging, and safety, exploring access, equity, and inclusion remain at the forefront of UMBC's decision making.

### **University of Maryland, College Park**

UMCP has succeeded, wherever possible, in moving many initiatives to virtual spaces. When not directly possible, many have crafted creative solutions to achieve the same or similar outcomes as the original programming. These include efforts to increase the numerical representation of traditionally underrepresented groups and to create opportunities for positive interactions and instilling cultural awareness among multiple populations. The University's cultural diversity plan from 2010 continues to be a guiding document, but there is broad recognition that an updated or completely new plan is needed. Many more recent documents (i.e., Self-Study Report; the External Review; Joint President/Senate Inclusion and Respect Task Force) provide more timely guidance for the University. Areas of focus include:

- Collaboration and coordination of diversity and inclusion efforts across campus
- Resource allocation
- Leadership and accountability
- Communication
- Training and development

Longstanding areas of emphasis for the university remain unchanged from previous years and are reflective of Goals 1 and 2 of this report.

- Improve recruitment and retention of underrepresented faculty
- Improve recruitment and retention of underrepresented students
- 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 University's new Vice President for Diversity and Inclusion (elevation from Chief Diversity Officer) and her team are working to understand the breadth of diversity, equity, and inclusion activities on this large, decentralized campus and to analyze the impact of these widely dispersed activities with an eye toward identifying strengths and gaps that need to be addressed.

### **University of Maryland Center for Environmental Science**

UMCES has reaffirmed its commitment to provide a workplace and culture that promotes programs dedicated to diversity and inclusion in its 2019 UMCES Strategic Initiatives Plan which states, in part: "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. 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." The approach focuses on:

#### **Recruitment and Retention**

- For staff and faculty hires, they envision a new set of procedures and tracking efforts that target outreach/recruitment, training of search committees (especially on unconscious bias), and evaluation of metrics to describe progress.
- For the student population, UMCES can coordinate and integrate 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 multiple points in one's career.

#### **Campus Climate**

A baseline survey will help identify strengths and weaknesses and provide a way to communicate relevant issues and concerns. They will 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 the community. In addition to appointing a diversity officer, these approaches are cornerstones to creating the opportunity for growth and improvement at UMCES.

### **University of Maryland Eastern Shore**

For UMES, 2019 saw the beginnings of a cohesive diversity and inclusion plan and 2020-21 marks a new phase in the efforts to address cultural diversity via ways that are meaningful and authentic to UMES. Major goals for the institution will be to introduce and maintain meaningful initiatives surrounding cultural diversity and inclusion throughout the campus. Actions will include: virtual and face-to-face discussions about key and developing diversity issues; a place where the campus community can access equity resources, curriculum development tools, and many others. UMES Academic Affairs is exploring a cross-institutional course for undergraduate and graduate students, as well as a social justice campaign. Further goals include identifying the many places and people who make up the UMES community who have in the past and present contributed and continue to contribute to social equity.

UMES is deeply committed to engaging in a comprehensive institutional self-study, understanding that this work may be at once insightful and deeply painful. UMES will need to examine the factors in its history, traditions, and practices that support and impede diversity and inclusion within its culture. Further, applying appropriate assessment mechanisms to hard questions of programmatic impact will further reveal environmental supports and barriers to inclusivity and student success that have been previously unexamined. The University recognizes that building an institution at which all students achieve beyond their potential, and where all faculty and staff know and act to realize this goal is only possible if the campus culture is genuinely inclusive of each person's role in such an achievement, and perhaps more importantly, if everyone believes that UMES students, largely first-generation and under-represented minorities, are equal to any other in contributing to scientific research and discovery. This is the University's overriding goal and challenge.

### **University of Maryland Global Campus**

UMGC recognizes that the diversity of students, faculty, and staff is one of the school's strongest attributes. UMGC's diversity and inclusion plan actively monitors the diversity of its staff, students, and faculty to ensure that cultural diversity, and healthy and respectful workplaces are maintained, and that practices and policies are fairly and equitably applied across the organization. Their intent is to ensure that they continue to attract and hire diverse employees and students, maintain a positive human relations climate, and respect the organization's diversity. UMGc 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

The University is continuing to explore options for engaging the online student population in discussions of race, ethnicity, and cultural inclusion, and they are also working to influence the talent pipeline for underrepresented staff. Further, UMGc's diversity and inclusion work must consider and engage staff, faculty, and students throughout the United States, Asia, and Europe. This requires understanding the unique climate for diversity and inclusion on both a national and global scale. Diversity and inclusion programs must have a global perspective and not be limited by borders, as the community is comprised of individuals from numerous countries across many diversity demographics. This will continue to be part of UMGc's story and approach to cultural inclusivity.

## **Section 2**

### **Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty**

Below are examples of how the institutions are working to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty. Although institutions approach this differently, various elements of the following two themes could be found at each USM institution:



1. *Targeted Recruitment and Retention & P-20 Partnerships*

Strategies to expand educational pipelines for underrepresented minority students include, but are not limited to:

- Evaluating disaggregated data to track the numbers of women and minority students in order to be able to appropriately target efforts
- Evaluating disaggregated data to understand the retention and attrition patterns of students of various demographic groups
- Establishing and supporting college readiness programs with local high schools, community colleges, and community agencies and programs in majority minority regions of the state
- Mentoring, community scholar, and tutoring programs targeting enrolled students who are from underrepresented minority groups
- Increasing funding and financial support targeted to undergraduate and graduate students from underrepresented minority groups
- Providing application fee waivers for students within certain schools and programs and those demonstrating financial need
- Expanding information sharing about dual enrollment opportunities for students in majority-minority schools and/or school systems
- Conducting outreach to assist high school students with the university application and financial aid application processes
- Working to diversify signature, highly-successfully academic programs with students from underrepresented minority groups
- Partnering with agencies and community organizations to increase exposure for and possibilities of internships and employment for underrepresented minority groups
- Establishing MOUs with community colleges to focus on transfer students
- Targeting marketing in geographical areas, publications, and other media outlets that increase the probability of it being viewed by underrepresented minorities
- Partnering with HBCUs and other minority-serving institutions to recruit students into graduate and professional programs
- Participating in fairs and other outreach with community-based organizations and other colleges and universities

2. *Focus on the Recruitment, Hiring, Onboarding, Retention, and Advancement of Underrepresented Minority Faculty and Staff*

- Focusing on the process from recruitment of faculty through hiring, onboarding, mentoring, and retaining them, and being able to offer opportunities for advancement
- Evaluating disaggregated data to track the diversity of applicants and hires in order to be able to appropriately target efforts
- Using analytics to assess progress in the diversity profiles of the applicant pool and, ultimately, hires
- Targeting job advertisements and recruitment efforts to specific publications and networks
- Training search committees to use inclusive hiring practices and to beware of implicit biases
- Facilitating pathways to professorships for graduate and professional students
- Supporting the efforts of faculty and staff demographic affinity groups
- Evaluating disaggregated data to understand the retention and attrition patterns of students of various demographic groups
- Monitoring the diversity of search committees
- Providing training so departments better understand how implicit bias relates to hiring practices
- Creating faculty networking groups and mentoring programs

### Section 3

#### Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus

Below are examples of ways the institutions are encouraging positive and inclusive interactions and cultural awareness. Although institutions approach this differently, various elements of the following two themes could be found at each USM institution:

##### 1. *Programs, Courses, and Training*

- Expanding cocurricular programming to promote diversity awareness via seminars, town halls, workshops, speakers, and other engagements
- Providing professional development on unconscious bias, allyship, advocacy training for employees from HR to employees on; diversity briefing for all new hires
- Conducting safe space training
- Creating, sustaining, and enhancing academic programs designed to focus on or to include aspects of diversity, equity, and inclusion
- Establishing diversity councils and workgroups at multiple levels (academic departments/colleges/schools) within the institutions
- Conducting diversity strategic planning at multiple levels (academic departments/colleges/schools, student and academic affairs units) within the institutions
- Expanding diversity- and equity-related materials in libraries
- Offering diversity sessions during new student orientation
- Providing culturally competent education and diversity training for faculty, staff, and students with some train-the-trainer models implemented to handle the demand for the training
- Reducing of barriers to enrollment and encouraging and supporting career mobility
- Establishing bias incident support services
- Using results of climate surveys to address issues and strategically plan
- Mentoring of students from underrepresented groups
- Planning for, hiring, and elevating senior diversity officers and officers/departments
- Supporting student organization-led programs and efforts 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.

##### 2. *Diversity and Inclusion Offices and Workgroups*

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 are reinvigorating diversity and inclusion workgroups or councils or have otherwise found ways to incorporate attention to diversity, equity, and inclusion in the roles of all senior leadership

- Diversity and Inclusion Committee (BSU)
- Office of Equity Compliance (BSU)
- Disability Support Services (CSU)
- University Council on Diversity, Equity & Inclusion (FSU)
- Center for Student Diversity, Equity, and Inclusion (FSU)
- President’s Special Task Force on Diversity and Inclusion (SU)
- Office of Diversity and Inclusion (SU)
- Office of Inclusion and Institutional Equity (TU)
- Center for Student Diversity (TU)
- Workgroup to Develop 2018 Institutional Plan for Cultural Diversity (UB)

- Office of Diversity and Inclusion/Title IX (UMB)
- Diversity Advisory Council (UMB)
- Center for Democracy and Civic Life (UMBC)
- Office of Equity and Inclusion (UMBC)
- LGBT Equity Center (UMCP)
- Office of Diversity & Inclusion (UMCP)
- Diversity and Inclusion Task Force (UMCES)
- Office of Institutional Equity & Compliance (UMES)
- Diversity and Equity Office (UMGC)

#### **Section 4**

#### **Provide a description of the one strategy that has proven most successful in increasing the diversity of faculty and staff of the campus**

For years, USM institutions have prioritized diversifying the faculty and staff and creating and sustaining more inclusive campus environments for the faculty. In April 2018, USM hosted a Symposium on the Diversification of the Faculty for USM institutions' administration, faculty, staff, and students to examine this critical issue and learn lessons from effective practices and informative research being explored within the USM and by USM leaders. The day included opportunities for institutional team time to more deeply explore the issues at the campus level and to discuss the development or enhancement of plans to create faculty communities that are more diverse and inclusive. Prior to the Symposium and since, institutions (and/or departments and colleges within the institutions) continue to monitor the diversity of search committees, target job advertisements to specific publications and networks, work to better understand how implicit bias relates to hiring practices, train search committees to use inclusive hiring practices, track the diversity of applicants and hires, create faculty networking groups and mentoring programs, and analyze data to determine where progress has been made and is needed.

Highlights of institutions' descriptions of one strategy that has proven most successful in increasing the diversity of faculty and staff of the campus include:

#### **Bowie State University**

Bowie's Affirmative Action Plan contains a commitment to increase the diversity of recruitment pools through expanded job postings. During FY 2020, BSU's Human Resources Department contracted with JobTarget to automate job postings and manage recruitment efforts more efficiently. JobTarget uses analytics to distribute job postings on diversity sites that target veterans, individuals with disabilities, minorities, and women through its partnership network. Preliminary data indicate that the use of JobTarget has expanded the applicant pool for certain job classifications. The Human Resources department will assess the effectiveness of the JobTarget partnership at the end of the fiscal year.

#### **Coppin State University**

The University continues to recruit faculty and staff by utilizing online publications that reach populations of various race and ethnicities, such as the Chronicle of Higher Education, Diverse Issues, and Higher Education Jobs.com. Furthermore, efforts are made to advertise to minority groups through professional journals and associations related to specific disciplines for each position announcement.

#### **Frostburg State University**

All searches in the Academic Affairs division require applicants to submit a statement outlining their commitment to diversity, equity, and inclusion, signaling Frostburg's commitment to these values and letting all qualified candidates know they are welcome at the University. Additionally, all search committees for faculty and staff positions require one member of the committee to be responsible for ensuring that minority outreach is a priority.

### **Salisbury University**

PROMISE is an NSF-funded project among five USM institutions. The PROMISE Faculty Learning Communities (FLC) cohort of faculty and staff consider how institutional commitment and peer mentoring nurture a culture of diversity and inclusion. The PROMISE FLC goals focus on recruiting, hiring, and retaining underrepresented faculty and staff; designing and disseminating faculty and staff development programs to support mentorship, success, and promotion of diverse members; enticing current candidates and future academics to seek employment at a primarily undergraduate institution like SU; and presenting findings at workshops, conference sessions, etc.

### **Towson University**

The Office of the Provost and the Office of Inclusion & Institutional Equity have partnered to provide the Faculty Search & Hire Toolkit, which introduces hiring committees to inclusive and equitable recruitment, interview, and onboarding processes. To address the diversification of staff, the Vice President of Inclusion & Institutional Equity now signs off on all searches for staff positions at the Director level or higher. The most highly requested, foundational workshop, *Successful Faculty Searches*, details how an inclusive faculty benefits both faculty and student success, the national and local challenges of recruitment of diverse faculty, unconscious bias as a social condition, eliminating micro-aggressions, and conducting a successful search based on national best practices.

### **University of Baltimore**

The UB Office of Human Resources has dedicated one staff position to lead employee training and development. The impact of this role was evident immediately by the increased number of employee training sessions on inclusion and higher employee participation rates for training sessions on various topics, such as discrimination and harassment. This enhanced training on diversity and inclusion supports UB's commitment to being a more culturally aware campus community and retaining the current population of diverse faculty and staff, so that the University does not lose ground. Additionally, each of UB's schools has developed and is in the process of implementing a comprehensive Faculty Diversity and Recruitment plan.

### **University of Maryland, Baltimore**

The University leadership, in conjunction with Human Resource Services, Institutional Research, the Diversity Advisory Council, and other units are undertaking an effort to increase faculty diversity, while also endeavoring to model effective best practices among its higher education peers. Specifically, the UMB objective is to develop an institutional strategy to move UMB from "good to great" in its effort to recruit, retain, and advance diverse faculty at the institution. UMB plans to achieve the following four areas of focus and inquiry: 1) focus on the UMB institutional environment; 2) focus on underrepresented minority faculty, including women; 3) focus on UMB's recruitment practices; and 4) focus on institutional accountability.

### **University of Maryland, Baltimore County**

Launched in 2015, STRIDE uses peer education to bridge the gap between macro-level faculty diversity recruitment policies and expectations (institutional and college) and micro-level practices within the departments and programs that conduct faculty searches. STRIDE engages in two main activities: campus-wide focused conversations and search committee consultations. There are six campus-wide focused conversations over the course of the recruitment and hiring cycle. After 5 years, STRIDE is involved in all faculty searches and colleges and committees proactively reach out to STRIDE for advice and counsel. Thus, STRIDE has bridged the gap between departmental practices and institutional/college policies and is a national model.

### **University of Maryland, College Park**

The University's Faculty Diversity and Hiring Initiatives include the Postdoctoral Fellowship Program (to build a pipeline of underrepresented minority faculty); the Assistant Professor Diversity Initiative (to provide partial support for hires at the assistant professor level that enhance faculty diversity at the department and college levels); and the Senior Targeted Hire Diversity Initiative (to support the targeted recruiting of renowned senior faculty who enhance faculty diversity and mentoring and foster the university's goal of inclusive excellence).

### **University of Maryland Center for Environmental Science**

Under the umbrella of the Diversity, Equity and Inclusion Collaborative, changes to UMCES's recruitment of underrepresented minority faculty and staff include: (1) search committees receiving direction on best practices in faculty hiring, including implicit bias training; (2) job advertisement is as broad as possible and the description reviewed by a professional trained in implicit bias; (3) implementation of job search software that allows demographic tracking; (4) placement of job descriptions in USM forums; and (5) search committee members actively encouraging applications.

### **University of Maryland Eastern Shore**

As of 2019, UMES not only boasts the second-highest diversity index for faculty of all national public four-year institutions (Chronicle of Higher Education), but they also show an increase in ethnic and racial faculty diversity over the last decade. They seek to maintain and enhance that standing by (1) prioritizing research and scholarship through specific grants, contracts, and community relationships whose focus lies in fostering diverse scholars and in creating social equity and (2) using UMES's newly constituted Office of Institutional Equity & Compliance as an integral part of the hiring process.

### **University of Maryland Global Campus**

University of Maryland Global Campus has a robust recruitment strategy to ensure constant focus on successful ways to increase the diversity of faculty and staff. Those strategies include partnerships with various organizations that are experts in working with diverse populations of people (i.e., Military Spouse Employment Partnership and Operation IMPACT Network of Champions) and processes focused on increased hiring activities through trainings and workshops, job fairs, networking events, community service, and talent sourcing.

## **Section 5**

### **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.

Per a state report last year, we learned that although not every institution has a formal policy on hate-bias incidents, they do all 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.

Several institutions 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. Each institution has procedures for the reporting of hate crimes or hate bias incidents. Reports can be made directly to campus police, academic affairs, student affairs, and/or local law enforcement. Processes and options are available on institutions websites, posted around campus, and shared in orientation sessions and other educational sessions. The universities also have established Memorandums of Understanding (MOUs) with local law enforcement agencies to help ensure that any crimes can be reported and responded to quickly by both internal external police or security forces.

### **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, as well as individual community members. 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.

Diversity and inclusion issues are perennial topics on the agendas of the USM presidents, provosts, vice presidents for student affairs, and shared governance groups. Additionally, the USM Diversity and Inclusion Council, first convened under that name in 2016, was originally charged with:

- identifying specific challenges regarding inclusion and diversity facing the USM;
- doing research and data collection as needed;
- proposing actions, activities, policies, and processes;
- recommending programs and sharing good practices that serve to improve the campus climates around issues of diversity (of all kinds), inclusion, and equity; and
- providing advice on the development of guidelines, policies, and accountability processes for the System.

Members of the Council are from all USM institutions and represent multiple constituencies including, but not limited to, provosts; vice presidents for student affairs; chief diversity officers; LGBT program/office staff; legal counsel; Title IX officers; and members of the USM-wide student, staff, and faculty system-wide councils.

In addition to sharing successful practices with each other and addressing the System's and institutions' understanding of and familiarity with how inclusion and diversity issues affect students, faculty, and staff, the Diversity and Inclusion Council has contributed to:

1. the System's statement and guidelines on Freedom of Expression;
2. the development of the Symposium on Diversifying the Faculty;
3. important adjustments to the annual report on Cultural Diversity;
4. amendments to inclusion and diversity-related Board of Regents policies;
5. time-sensitive inquiries about diversity, equity, and inclusion issues; and
6. conversations and/or presentations about student activism and post-election campus climate issues as well as immigration and the effects of White House executive orders and associated issues on USM students, faculty, and staff

Finally, as has been noted in multiple Board of Regents meetings over the last several months, Chancellor Jay Perman has begun work to shift the USM's focus [Toward Racial Equity and Social Justice](#). We have assessed, and will continue to assess, the USM's role in perpetuating structural racism and are committed to establishing and promoting anti-racist policies and anti-racist action and dismantling structural racism within the University System itself; elevating issues of race and racism in our teaching, research, and scholarship; and redressing racial inequities and advancing social justice in our own communities by examining: (1) Equity and Climate in the USM, (2) Education and Research at the USM, and (3) the Service Mission at the USM. This work is just beginning in earnest. We have started to and will continue to work with critical stakeholders including, but not limited to, the Board of Regents, institutional leadership, the Diversity and Inclusion Council, and USMO staff to ensure progress and the identification of steps to be taken to achieve racial equity and social justice.

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 continuing to support, 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 USM institutions among the most representative, welcoming, and productive communities of higher education in the United States.

**Institutional Programs of Cultural Diversity Annual Progress Report, 2020  
Addendum ~ System-Wide Enrollment and Population by Ethnicity**

**~Undergraduate and Graduate Student Enrollment~**

| Race/Ethnicity                   | Fall 2009 (Baseline) | Fall 2014      | Fall 2018      | Fall 2019      |
|----------------------------------|----------------------|----------------|----------------|----------------|
| <b>Underrepresented Minority</b> | 29.9% (44,395)       | 32.2% (52,258) | 34.4% (60,626) | 34.5% (59,472) |
| <b>Other Minority</b>            | 8.0% (11,869)        | 11.3% (18,257) | 12.6% (22,187) | 13% (22,417)   |
| <b>White</b>                     | 49.4% (73,471)       | 46.2% (74,899) | 41.8% (73,842) | 41.3% (71,199) |
| <b>Foreign</b>                   | 4.5% (6,724)         | 5.0% (8,036)   | 5.3% (9,315)   | 5.4% (9,207)   |
| <b>Unknown</b>                   | 8.2% (12,217)        | 5.3% (8,550)   | 5.9% (10,453)  | 5.8% (9,919)   |
| <b>Total</b>                     | 148,676              | 162,000        | 176,423        | 172,214        |

**~Faculty~**

| Race/Ethnicity                   | Fall 2009 (Baseline) | Fall 2014     | Fall 2018      | Fall 2019      |
|----------------------------------|----------------------|---------------|----------------|----------------|
| <b>Underrepresented Minority</b> | 13.6% (1,841)        | 14.6% (2,220) | 16.2% (2,691)  | 17.0% (2,864)  |
| <b>Other Minority</b>            | 11.2% (1,513)        | 10.6% (1,619) | 11.5% (1,913)  | 11.6% (1,946)  |
| <b>White</b>                     | 66.3% (8,977)        | 64.4% (9,795) | 61.4% (10,205) | 60.1% (10,105) |
| <b>Foreign</b>                   | 6.7% (912)           | 6.0% (915)    | 6.6% (1,090)   | 6.8% (1,147)   |
| <b>Unknown</b>                   | 2.2% (296)           | 4.4% (672)    | 4.4% (727)     | 4.5% (755)     |
| <b>Total</b>                     | 13,539               | 15,221        | 16,626         | 16,817         |

**~Staff~**

| Race/Ethnicity                   | Fall 2009 (Baseline) | Fall 2014     | Fall 2018     | Fall 2019     |
|----------------------------------|----------------------|---------------|---------------|---------------|
| <b>Underrepresented Minority</b> | 34.7% (5,810)        | 34.2% (5,948) | 34.1% (6,131) | 34.9% (6,325) |
| <b>Other Minority</b>            | 6.1% (1,014)         | 6.2% (1,083)  | 7.0% (1,261)  | 7.2% (1,297)  |
| <b>White</b>                     | 55.8% (9,339)        | 53.9% (9,374) | 51.4% (9,239) | 50.9% (9,208) |
| <b>Foreign</b>                   | 1.6% (265)           | 1.1% (185)    | 1.9% (336)    | 1.8% (324)    |
| <b>Unknown</b>                   | 1.9% (310)           | 4.5% (790)    | 5.6% (1,008)  | 5.3% (953)    |
| <b>Total</b>                     | 16,738               | 17,380        | 17,975        | 18,107        |

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.

Source: USM IRIS Diversity and Inclusion Dashboard - <https://www.usmd.edu/IRIS>

**Institutional Programs of Cultural Diversity Annual Progress Report, 2020  
Addendum ~ System-Wide Degrees Awarded by Ethnicity**

**~Undergraduate Degrees Awarded by Ethnicity~**

| <b>Race/Ethnicity</b>            | <b>FY16</b>    | <b>FY17</b>    | <b>FY18</b>    | <b>FY19</b>    |
|----------------------------------|----------------|----------------|----------------|----------------|
| <b>Underrepresented Minority</b> | 28.8% (7,418)  | 28.9% (7,598)  | 30.1% (8,013)  | 30.9% (8,351)  |
| <b>Other Minority</b>            | 12.8% (3,307)  | 13.5% (3,535)  | 13.5% (3,588)  | 14.3% (3,868)  |
| <b>White</b>                     | 52.0% (13,394) | 51.2% (13,463) | 49.8% (13,264) | 48.6% (13,128) |
| <b>Foreign</b>                   | 2.6% (662)     | 2.7% (699)     | 3.0% (795)     | 2.8% (755)     |
| <b>Unknown</b>                   | 3.8% (992)     | 3.7% (985)     | 3.7% (997)     | 3.5% (937)     |
| <b>Total</b>                     | 25,773         | 26,280         | 26,657         | 27,039         |

**~Graduate Degrees Awarded by Ethnicity~**

| <b>Race/Ethnicity</b>            | <b>FY16</b>   | <b>FY17</b>   | <b>FY18</b>   | <b>FY19</b>   |
|----------------------------------|---------------|---------------|---------------|---------------|
| <b>Underrepresented Minority</b> | 26.4% (3,308) | 27.1% (3,387) | 27.6% (3,747) | 28.9% (3,755) |
| <b>Other Minority</b>            | 9.2% (1,153)  | 9.3% (1,164)  | 9.9% (1,338)  | 10.5% (1,365) |
| <b>White</b>                     | 44.2% (5,534) | 42.0% (5,250) | 42.0% (5,704) | 40.3% (5,233) |
| <b>Foreign</b>                   | 14.0% (1,749) | 15.3% (1,911) | 14.2% (1,931) | 13.6% (1,764) |
| <b>Unknown</b>                   | 6.3% (786)    | 6.3% (781)    | 6.3% (862)    | 6.8% (883)    |
| <b>Total</b>                     | 12,530        | 12,493        | 13,582        | 13,000        |

Underrepresented Minority includes African-American/Black, Hispanic, American Indian, and Native Hawaiian.

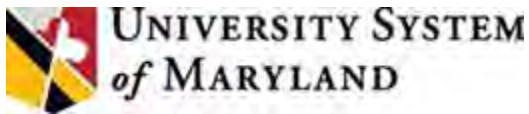
Other Minority includes those identifying with Asian and multiple races.

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.

Source: USM IRIS Diversity and Inclusion Dashboard - <https://www.usmd.edu/IRIS>



# **BOWIE STATE UNIVERSITY**



2020

## INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT TEMPLATE

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Institution: **Bowie State University** \_\_\_\_\_ Date Submitted: **July 30, 2020** \_\_\_\_\_

Point(s) of Contact (names and email addresses): **Adonna Green, Director of Equity Compliance [agreen@bowiestate.edu](mailto:agreen@bowiestate.edu) and Gayle Fink, Assistant Vice President for Institutional Effectiveness, [gfink@bowiestate.edu](mailto:gfink@bowiestate.edu)**

### Purpose of Report:

The Institutional Programs of Cultural Diversity Annual Progress Report is mandated by §11-406 of the Education Article, which 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.

### Guidelines:

- Institutions' submissions should consist of five (5) sections and be between 10 and 12 pages. There is also a required appendix, which does not count toward the 12-page maximum. Please adhere to the page recommendations noted after each section description.
- USM will generate the desired demographic data; institutions are not responsible for providing that information.
- This template mirrors the February 12, 2020 memo from MHEC that may have reached some of your institutions. We have clearance from MHEC to use this template as long as all sections are included. Although much of this template is identical to last year's template, MHEC has introduced a new section and some revised language, so please read carefully.
- Submit your report to Zakiya Lee ([zlee@usmd.edu](mailto:zlee@usmd.edu)) by **Friday, July 31, 2020**. Institutions' reports will be presented to the Committee on Education Policy and Student Life at its May 5<sup>th</sup> meeting. Upon approval by the full Board of Regents, USM will submit one USM-wide Cultural Diversity Report (which will include institutional submissions) to MHEC. You do not have to independently submit your institution's report to MHEC.

## Section I: Summary Statement

Provide a summary of your institution's plan to improve cultural diversity. Include major goals, 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. (2-3 pages)

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 University's FY 2019 – FY 2024 Racing to Excellence Strategic Plan provides the framework for diversity and inclusion efforts. Goal 4 - Enhancing our Campus Culture of Diversity, Inclusion and Civic Engagement outlines objectives to further enhance the University's efforts to 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. Strategic Plan Key Performance Indicators provide data related to student and staff demographics, countries of origin and student success by student subgroups to evaluate progress and inform future activities.

### 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.

Prior to FY 2019, Bowie had a decentralized approach to support cultural diversity. Over the past 2 fiscal years, BSU has made steps to provide a coordinated and deliberate approach to diversity and inclusion. The Diversity and Inclusion Committee, comprising faculty, students and staff, developed a set of initial diversity and inclusion goals. 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, an expansion on the work of the Office of Equity Compliance, is in draft form with initial funding planned for FY 2021.

The new Office of Multicultural Programs and Services was fully operational in FY 2020 offering ongoing intentional seminars, workshops, or trainings to ensure the entire BSU community (faculty, staff, and students) develop a mindset of inclusivity. The first Lation Academic and Leadership End-of-Year award ceremony recognizing the contributions of students, staff and faculty was held this past spring. Other activities are detailed below.

The Office of Equity Compliance continues to refine the mission, roles and responsibilities of the diversity and inclusion unit. FY 2020 activities are described below. The pandemic has necessitated a reexamination of typically in-person events and training. During summer 2020, virtual training was being developed for employees and staff in preparation for a predominately virtual fall semester. The Academic Preparedness Task Force, First and Second Year Experience Workgroup is developing curriculum and activities to support three themes for new freshmen – Social Justice, Civic Engagement and Entrepreneurship. These themes will be used across core freshmen classes to bulid engagement and community for freshmen engaged in both on campus and virtual instruction.

Even in these ever changing times, Bowie State University remains committed to diversity in all its forms.

**Section 2: Goal I**

Use the table to provide a description of efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty. Bulleted, succinct descriptions of major campus-wide and program-specific initiatives and strategies designed to reruit and retain traditionally underrepresented students, staff, and faculty are ideal. Additional narrative is not necessary. (3-4 pages)

| <b>Goal I: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.</b>                                                                                                                                                                     |                                                                                |                                                                                                                                                                                                                     |                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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                                                                                                                                             |
| <b>Students</b>                                                                                                                                                                                                                                                                                                      |                                                                                |                                                                                                                                                                                                                     |                                                                                                                                                                                          |
| Increase the number of new students from diverse ethnic groups.                                                                                                                                                                                                                                                      | Increase new student ethnic diversity by 1 percent annually.                   | % non-African-American<br>First-time UNG Fall 2015 15%; Fall 2016 11%, Fall 2017 11%, Fall 2018 9%, Fall 2019 16%<br><br>New Transfer UNG Fall 2015 18%; Fall 2016 13%, Fall 2017 14%, Fall 2018 14%, Fall 2019 23% | EAB was hired in spring 2016 to aid in new undergraduate student recruitment. The target pool is adjusted each cycle and included a focus on increasing non-African-American applicants. |

|                                                                                                                                                           |                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                           |                                                                                                                | New Graduate Students Fall 2015 32%, Fall 2016 25%, Fall 2017 28%, Fall 2018 30%, Fall 2019 30%                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                   |
| Maintain the numbers of international students currently enrolled in undergraduate and graduate programs                                                  | Increase by 1 percent each year the number of self identified international students                           | N of international undergraduate students: Fall 2015 56, Fall 2016 60, Fall 2017 128, Fall 2018 139, Fall 2019 122<br><br>N of international graduate students: Fall 2015 206, Fall 2016 147, Fall 2017 124, Fall 2018 114 , Fall 2019 109                                                                                                                                                                                                                                               | International Office fully staffed for fall 2020. Admission's processes for undergraduate and graduate students reengineered. Activities to increase of touchpoints with international throughout the academic year and summer under development. |
| 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:<br>Second year retention rates<br><br>Six-year graduation rates<br><br>Progression rates | First-time Students<br>2 <sup>nd</sup> Year Ret - Fall 2014/15/16/17/18<br>71%/76%/72%/68%/70%<br>6 Year Grad - Fall 2009/10/11/12/13<br>33%/41%/37%/40%/42%/43%<br>Progress to Soph Status in 1 year Fall<br>14/15/16/17/18<br>16%/23%/18%/13%/17<br><br>Transfer Students (Fall)<br>2 <sup>nd</sup> Year Ret - Fall 2014/15/16/17/18<br>74%/73%/69%/74%/73%<br>5 Year Grad - Fall 2010/11/12/13/14<br>50%/55%/49%/54%/55%                                                              | Initiatives outlined in the reports are annually evaluated and adjusted to continue supporting student success.                                                                                                                                   |
| Expansion of Coordinator of Greek Life role to include Community Service                                                                                  | Increase visibility of BSU in non-traditional spaces                                                           | BSU promoted a current employee to Coordinator of Greek life and Community Service in January of 2020. Along with Greek Life his duties now include planning community service events for the student body, collecting and tabulating community service hours for the student body, and coordinating all aspects of the university's Alternative Spring Break program.<br><br>The Coordinator works with local community partners including the Red Cross, Habitat for Humanity, and the |                                                                                                                                                                                                                                                   |

|                                                                            |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                   |
|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
|                                                                            |                                                                                             | <p>Baltimore City School System brought increased visibility to university. Chartering Sigma Lambda Gamma as the first LatinX Greek letter organization at Bowie State was pivotal in the diversity of our student leadership. Having the sorority executive board members attend the LatinX Leadership Conference in New Jersey as a collaborative effort with the Office of Multicultural Programs and the Division of Enrollment management was a great way to increase the visibility of BSU.</p> <p>Our Bulldogs on the Hill event, which was a partnership with the Office of Government Affairs, was another great event for exposure for our students. We took 20 students to the nation's capital building and met with both Congressional and Senate members along with their aids and staff to discuss internships for BSU students.</p> <p>The office also took several groups of student leaders, over the course of the academic year, to accompany Dr. Breaux as we lobbied for the 2nd Lt. Richard Collins bill and Senate Bill 1043 for additional HBCU funding for Maryland HBCUs.</p> |                                                                                                                                   |
| <b>Faculty</b>                                                             |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                   |
| Increase utilization of data from 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. In Fall 2019, 60% of all full-time employees were female and 79% were minority.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | The University will increase emphasis on its ability to recruit and hire employees of Veteran status and those with disabilities. |
| Bi-annual opportunities for self-identification                            | Increasing engagement, responsiveness and visibility of faculty and staff with disabilities | To Be Determined                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Circulation of survey, messaging inviting                                                                                         |

|                                               |                                                                                                                                                                                                                                                                                                                                |  |                                               |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------|
|                                               |                                                                                                                                                                                                                                                                                                                                |  | employees to self identify their disabilities |
| Disability Services Coordinator- NEW position | This position will be housed within the Office of Equity Compliance. The role will provide dedicated oversight of facility management and development for full utilization by our colleagues identifying as disabled. Increase training and education for upper level administration and general campus on ADA accommodations. |  | Complete selection and hire by Fall 2020      |
|                                               |                                                                                                                                                                                                                                                                                                                                |  |                                               |

### Section 3: Goal 2

Use the table to provide a description of major efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus. This section should detail: 1) faculty and staff cultural training programs, 2) curricular initiatives that promote cultural diversity in the classroom, 3) co-curricular programming for students, and 4) other efforts used to achieve this goal. Additional narrative is not necessary. (2-3 pages)

| <b>Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.</b>                                                                                                                             |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                |                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:                                                                                                                  | Metrics to measure how progress of each initiative/strategy is being evaluated                                                                                                                                                           | Data to demonstrate where progress has been achieved / indicators of success                                                                                                                                                                                                                                                                   | Areas where continuous improvement is needed |
| <ul style="list-style-type: none"> <li>• faculty and staff cultural training programs;</li> <li>• curricular initiatives that promote cultural diversity in the classroom; and</li> <li>• co-curricular programming for students.</li> </ul> |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                |                                              |
| <b>Expand co-curricular programs that promote diversity awareness (Student Affairs)</b>                                                                                                                                                      |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                |                                              |
| Multicultural Program Coordinator                                                                                                                                                                                                            | Each month the Office of Multicultural Programs and Services plan and executes ongoing intentional seminars, workshops, or trainings to ensure the entire BSU community (faculty, staff, and students) develop a mindset of inclusivity. | <ul style="list-style-type: none"> <li>• Focus group with 8 Diversity Student Leaders, October 2019 (Themes: More visible representation on campus with flags, URM advertisement, and twice a semester meeting with Dr. Breaux is needed)</li> <li>• Focus group with 6 Gay Straight Alliance, December 2019 (Themes: Homophobia is</li> </ul> | None.                                        |

|                                                                                                                                                                                                                     |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|                                                                                                                                                                                                                     |                                                                                                                                                                                       | <p>a concern, update course evaluation to include a sensitivity option, and support groups needed through counseling services)</p> <ul style="list-style-type: none"> <li>• Over 25 trained faculty and staff to be safe space certified for LGBT+ students</li> <li>• Over 600 outreach efforts during diversity themed programs and workshops</li> <li>• Over 1000 residential students received cultural sensitivity and hate bias talks</li> <li>• Over 80 student athletes received cultural sensitivity and hate bias talks</li> </ul> |  |
| 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. | <p>Number of productions</p> <p>Student discussions in theatre courses</p>                                                                                                            | <p>BSU Theatre offered five performances of one main stage production that challenged gender, culture, and religious norms.</p> <p>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.</p>                                                                                |  |



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| <p><b>Maintain a campus climate that respects and values diversity</b> (Cabinet)</p>                             |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                     |
| <p>Create external partnerships that encourage and support accountability in diversity and inclusion efforts</p> | <p>Membership in CEO ACTION! Network</p>                                                                                                                                                                                                | <p>More than 900 CEOs of the world's leading companies and business organizations, are leveraging their individual and collective voices to advance diversity and inclusion in the workplace. Bowie State became a member as a higher education organization 2018. Our involvement includes utilizing resources provided by the organization to enhance our education and engagement activities at BSU. Most recently, we fulfilled our pledge to host a Day of Understanding in February 2020. Our event was titled, "The Only One In the Room", a taped and livestreamed discussion among select community members about what BSU is doing, and can do better, to promote a more inclusive environment.</p> | <p>None.</p>                                                                                                                                                                        |
| <p>Expansion of Office of Equity Compliance to include Diversity and Inclusion leadership</p>                    | <p>Number and type of investigations; increase in staff to both train and educate campus community. Installation of BSU Diversity Workgroup (Fall 2020) to develop strategic plan for continuing community based inclusion efforts.</p> | <p><a href="http://www.bowiestate.edu/about/admin-and-governance/adminfin/human-resources/equal-employment-opportunity/">http://www.bowiestate.edu/about/admin-and-governance/adminfin/human-resources/equal-employment-opportunity/</a></p> <p>The Office of Equity Compliance now includes a Director, Equity Investigator/Title IX Coordinator, and Equity Intake Coordinator. Team has developed several standard trainings to be offered on a regular and as requested basis to educate the Community</p>                                                                                                                                                                                                | <p>The report is annually evaluated and adjusted to continue a campus climate that respects diversity. Report will expand to include attendance/completion of training modules.</p> |

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|                                                                                                |                                                                                             | <p>on major policies and initiatives, including:</p> <ul style="list-style-type: none"> <li>• Sexual Harassment in the Workplace (<b>over 480 employees trained as of March 2020</b>)</li> <li>• Title IX ( for Students/Faculty/Athletic Teams/ Residence Life) (average of 500 students trained each Fall; numbers vary in Spring semesters)</li> <li>• Child Abuse and Neglect</li> <li>• Cultural Awareness and Sensitivity (beginning Fall 2020)</li> </ul> <p>Trainings are offered in person and, where appropriate, as on-line learning modules.</p> <p>Fall 2020 expansions will include Diversity Compliance Officer to expand education about and proactive use of inclusive work and learning models.</p> |                                                                                                             |
| <p>Increased opportunities for higher level administration engagement in employee concerns</p> | <p>Developing initiatives, future feedback from attendees on improvement in experience.</p> | <p>The Office of Equity Compliance offers Courageous Conversations, a series intended to create space for individuals identifying in different populations to describe their experience and state their needs to the BSU community. Previously invited groups have been our young professionals/emerging leaders (February 2020) and Saudi Arabian students (March 2020, postponed until our return to campus).</p>                                                                                                                                                                                                                                                                                                   | <p>Increased incentives and support from upper level administrators/managers to allow staff attendance.</p> |

|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
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|  |  | <p>The Office of Equity Compliance partnered with the Office of Multicultural Programs and Services to present a panel discussion entitled, “The Only One In the Room”. The panelists, representing BSU Cabinet members, faculty, staff, and students, discussed their journey and experiences at BSU representing minorities of different varieties. The program was also a part of our commitment to the CEO ACTION! Network, discussed above.</p> <p>In 2019, The Office of Human Resources collaborated with the BSU Women’s Forum and the Center for Teaching, Education and Learning (CTEL) to offer a 3 part series, “Responsive Communication in the Workplace and Classroom.” The classes were based on gender, intergenerational, and cultural differences in communication.</p> <p>The BSU Women’s Forum hosts monthly events offering women across the campus to learn about self care and professional development. Its inaugural Expo “Unapologetically Me!”, hosted in March 2019, provided a full day of professional development on a wide range of topics, and hosted over 400 women. Its second expo provided a niche opportunity at practical and professional development in the area of technology. The March 2020 event, “Power Up! Women in Tech” included a panel of industry leaders and campus faculty discussing their various experiences in tech. This event drew 120 women.</p> |  |
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| Expanded Employee Diversity Training | Employee engagement, attendance, and completion | The Office of Human Resources continues to offer 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, but not been limited to, the following 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." | Increase utilization of on-line training programs. |
|--------------------------------------|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|

**Section 4: Diversification of Faculty and Staff**

Provide a description of the one strategy that has proven most successful in increasing the diversity of faculty and staff of the campus, and what evidence demonstrates its success. (1 page)

Bowie State University has a long-standing commitment to 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. Goal 4 of BSU's *Racing to Excellence FY 2019-FY 2024 Strategic Plan* furthers the institution's commitment to a campus culture of diversity and inclusion. Objective 4.1 focuses on sustaining our community of inclusion by fostering and supporting a safe, civil, and welcoming environment for students, faculty and staff. We work toward this goal by being intentional about how our community encourages involvement, respect and connection among its members.

Examples of long-standing and recent activities that have resulted in the increased diversification of faculty and staff are listed below.

- Bowie's Affirmative Action Plan contains a commitment to increase the diversity of recruitment pools through expanded job postings. During FY 2020, BSU's Human Resources Department contracted with JobTarget to automate job posting and manage recruitment efforts more efficiently. JobTarget uses analytics to distribute job postings on diversity sites that target veterans, individuals with disabilities, minorities and women through its partnership network. Preliminary data indicate that the use of JobTarget has expanded the applicant pool for certain job classifications. The Human Resources department will assess the effectiveness of the JobTarget partnership at the end of the fiscal year.
- The Office of Equity Compliance has expanded its training programs to further campus education about the many layers of diversity and ensuring equal opportunities for students and all employees. Additionally, trainings on avoiding implicit bias and the value of diversity at every level of the University are offered as part of the faculty and staff search processes.
- Created in August 2019, the Office of Multicultural Affairs provides holistic student development reflective of the University's mission and strategic goals. The office has trained residential students and athletes on cultural sensitivity and hate biases, held multiple forums on diversity and LGBT+ issues, and has trained over 25 faculty and staff to be safe space certified for LGBT+ students.

It is Bowie State University community commitment to diversity that has led to increased diversification of its faculty and staff. Presently, 35% of Bowie's full-time faculty and 23% of full-time staff identify as non-African-American. This percentage has increased from 30% full-time faculty and 21% full-time staff identifying as non-African-American in 2014.

## **Section 5: Reporting of Hate-Based Crimes**

Provide a statement regarding the campus process for the reporting of hate-based crimes as consistent with federal requirements under Clery. Statistics are not required. (1 page)

### Response to Hate Bias Incidents

1. Report will be taken by BSUPD or VPSA (will forward to BSUPD) as soon as it is received.
2. Receiver will acknowledge receipt of the report and review within 24 hours.
  - a. BSUPD will offer a verbal acknowledgement and conduct an investigation.
  - b. VPSA will provide electronic acknowledgment.
3. Inform and consult with relevant campus administrators regarding any necessary and appropriate action.
4. VPSA will consult with individuals affected by the hate-bias incident and formulate an action plan in coordination with Hate-Bias Response Team.
5. BSUPD will maintain a log of hate-bias incidents on a webpage that will be updated as reports are received. Periodic (opt-in) e-mail announcements regarding newly reported hate-bias incidents will be sent to campus community.

### Campus Resources for Hate Bias Incidents

Bowie State University Police Department

Receives and assesses all hate-bias incident reports. Investigates reports of hate-bias incidents by gathering details, collecting evidence, sharing information with law enforcement partners, and consulting with legal experts.

Emergency: 911 or (301) 860-4040

Non-emergency: (301) 860-4050

[ljones@bowiestate.edu](mailto:ljones@bowiestate.edu)

#### Office of Equity and Compliance

Receives and assesses all hate-bias incident reports. Responds to all complaints of discrimination based on a legally protected class.

Thurgood Marshall Library

[agreen@bowiestate.edu](mailto:agreen@bowiestate.edu)

#### Office of Vice President for Student Affairs

The VPSA receives all hate-bias incident reports, and coordinates provision of campus support services to individuals affected by hate-bias incidents. Provides campus programming in collaboration with other campus units to foster prevention efforts and facilitate responses to hate-bias incidents.

Student Affairs

[dpjohnson@bowiestate.edu](mailto:dpjohnson@bowiestate.edu)

301-860-3390

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/>).

### **Required Appendix -- Institutional Plan for Cultural Diversity**

The statements and the information within Section 1 through Section 5 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.

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 2019 – FY 2024 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 HBCU, 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, an expansion on the work of the Office of Equity Compliance, is in draft form with initial funding planned for FY 2021.

In anticipation of the Diversity and Inclusion unit, the Center for Academic Programs Assessment (CAPA) began collecting 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 freshmen 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. Data from seniors were collected in AY 2020 and are being analyzed in summer 2020.

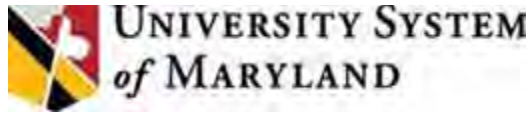
The Office of Equity and Compliance and the Facilities Management collaborated on an ADA and Accessibility Survey to improve the design and detail of campus grounds and facilities to meet the needs and expectations of our community members of all abilities. Several opportunities for improvement were 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 and the Ruffalo Noel Levitz College Employee Satisfaction Survey. Findings from these and other sources, including a survey conducted by the Office of Multicultural Programs and Services of incoming students diversity interests and needs, are used to inform the activity planning for the Diversity and Inclusion unit.

Bowie State University recognizes that cultural diversity in this context is relegated narrowly to religious, ethnic, and racial minorities, with a focus on creating a comfortable and welcoming environment in spaces where that does not already exist. As a Historically Black University, BSU believes the unique culture of our campus, its connection to the broader community, and the heritage of which we are apart is beneficial to everyone who attends, educates, or otherwise works for Bowie State University. Accordingly, we will design a plan that welcomes the working and learning opportunities that a diversity of persons, thought, background, and protected characteristics offer within an environment that celebrates and educates all groups in the context of our rich history. The University is creating a Task Force to draft the Bowie State University Diversity and Inclusion Strategic Plan, which is slated for completion as of April 2021.

# **COPPIN STATE UNIVERSITY**



**2020**  
**INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS**  
**REPORT TEMPLATE**

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**Institution:** Coppin State University **Date Submitted:** July 31, 2020

**Point(s) of Contact (names and email addresses):** Michael W. Bowden;  
mbowden@coppin.edu

**Purpose of Report:**

The Institutional Programs of Cultural Diversity Annual Progress Report is mandated by §11-406 of the Education Article, which 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.

**Guidelines:**

- Institutions' submissions should consist of five (5) sections and be between 10 and 12 pages. There is also a required appendix, which does not count toward the 12-page maximum. Please adhere to the page recommendations noted after each section description.
- USM will generate the desired demographic data; institutions are not responsible for providing that information.
- This template mirrors the February 12, 2020 memo from MHEC that may have reached some of your institutions. We have clearance from MHEC to use this template as long as all sections are included. Although much of this template is identical to last year's template, MHEC has introduced a new section and some revised language, so please read carefully.
- Submit your report to Zakiya Lee ([zlee@usmd.edu](mailto:zlee@usmd.edu)) by **Friday, July 31, 2020**. Institutions' reports will be presented to the Committee on Education Policy and Student Life at its May 5<sup>th</sup> meeting. Upon approval by the full Board of Regents, USM will submit one USM-wide Cultural Diversity Report (which will include institutional

submissions) to MHEC. You do not have to independently submit your institution’s report to MHEC.

**Section I: Summary Statement**

Provide a summary of your institution's plan to improve cultural diversity. Include major goals, 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. (2-3 pages)

**BACKGROUND**

Diversity at Coppin State University (CSU) refers to programs, strategies, and initiatives 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 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. The University continues to make concerted efforts to increase broad participation in training and other activities as required by the University System of Maryland (USM), and 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 2: Goal I**

Use the table to provide a description of efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty. Bulleted, succinct descriptions of major campus-wide and program-specific initiatives and strategies designed to recruit and retain traditionally underrepresented students, staff, and faculty are ideal. Additional narrative is not necessary. (3-4 pages)

| <b>Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.</b>                      |                                                                                                           |                                                                                                                                                                                                                     |                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Timeline: 2020</b>                                                                                                                                                 |                                                                                                           |                                                                                                                                                                                                                     |                                                                                                                                        |
| <b>Programs/Initiatives</b>                                                                                                                                           | <b>Metrics</b>                                                                                            | <b>Progress 2019-2020</b>                                                                                                                                                                                           | <b>Areas of Improvement</b>                                                                                                            |
| 1. Continue to recruit, hire, and retain a diverse faculty and staff body using online and print publications that reach populations of various race and ethnicities. | 1. No. of Faculty and staff by race/ethnicity; Affirmative Action Report; number and type of publications | 1. The proportion and mix faculty changed over the previous year. Asian faculty increased from 5% to over 7%, while Afr. Americans decreased from 75% to 74% and White faculty member count remained stable at 12%. | 1. The University should continue recruitment and hiring of faculty and staff who report are Native Americans, Foreign, and Caucasian. |

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| <p>2. Provide Fair Housing (Residence Hall) Training annually</p> <p>3. Recruitment of International Students, including student-athletes</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>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>2. % of Staff Participants trained</p> <p>3. Percent International Students; number and percent student-athletes</p> <p>4. Number of participants annually</p> <p>5. The GER Committee has data from assessments on students’ learning. SOE has integrated urban and diverse teaching techniques and experiences in the curriculum.</p> | <p>2. Event postponed.</p> <p>3. Percent of international students has declined from 12.1% to 9%</p> <p>4. Positive reception of the event and positive interactions among 115 student, faculty, and staff attendees.</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>2. Continue annual training and assessment.</p> <p>3. Enhance recruitment to target international students.</p> <p>4. Provide formal evaluation tools for next year’s event to be developed.</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> |
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### Section 3: Goal 2

Use the table to provide a description of major efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus. This section should detail: 1) faculty and staff cultural training programs, 2) curricular initiatives that promote cultural diversity in the classroom, 3) co-curricular programming for students, and 4) other efforts used to achieve this goal. Additional narrative is not necessary. (2-3 pages)

| <b>Goal 2: Create Positive Interactions and cultural awareness among students, faculty, and staff on campus.</b>                                                                                                        |                                                             |                                                                                                                                                                      |                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <b>Timeline: 2020</b>                                                                                                                                                                                                   |                                                             |                                                                                                                                                                      |                                                                                         |
| <b>Programs/Initiatives</b>                                                                                                                                                                                             | <b>Metrics</b>                                              | <b>Progress</b>                                                                                                                                                      | <b>Areas of Improvement</b>                                                             |
| <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 students, faculty, and staff participants.</p> | <p>1. Approximately 40 participants were educated and informed about the LGBTQIA community; new efforts to provide awareness and inclusion; safe spaces created.</p> | <p>1. Expand Safe Space to individual units on campus to ensure 100% participation.</p> |

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| <p>2. Campus-wide student mentoring and support programs for personal and academic intervention. Programs include Our House, SASA.</p>                                                              | <p>2. No. of Programs; participants; success rates; over 200 served this year.</p> | <p>2. Our House – 60 AA Students (49female/11male) 10 Students per house, 85% 2<sup>nd</sup> yr. retention rate. SASA continuously enrolls 95% of students into CSU; no program this summer due to COVID19.</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 Unconscious Bias and other routine workshops held during University Day.</p> | <p>3. No. of participants; workshops</p>                                           | <p>3. Positive Interactions and Cultural Awareness was promoted among the 84 participants.</p>                                                                                                                  | <p>3 &amp; 4. All new hires are given civility and conflict management information at the time of hiring. Process was formalized for 2018-19 year.</p> |
| <p>4. Professional Development for Faculty by all units on campus – Academic Affairs</p>                                                                                                            | <p>4. No. of participants; workshops</p>                                           | <p>4. There were over 65 Faculty members who participated in workshops on advisement, academic programs, grantsmanship.</p>                                                                                     | <p>4. Training on tools for Advisement help with knowledge of special population groups needs.</p>                                                     |
| <p>5. Annual Diversity Day - Hosted by ITD Division; shares food from cultural backgrounds, employees dress in their native attire.</p>                                                             | <p>5. No. Participants by race/ethnicity</p>                                       | <p>5. Diverse staff of Asian – 6, Black – 33, Hisp. – 1, and White – 5 were in participation.</p>                                                                                                               | <p>5. Expand the event beyond the IT Division; contingent on funding.</p>                                                                              |
| <p>6. Cultural Awareness Expo in Athletics</p>                                                                                                                                                      | <p>6. Number and Type of events conducted</p>                                      | <p>6. Event postponed.</p>                                                                                                                                                                                      | <p>6. This is a planned event for the upcoming year.</p>                                                                                               |
| <p>7. Campus-wide Monthly, Information Sessions on LGBTQIA community; hosted by all Student Affairs – flyers, seminars, and lectures.</p>                                                           | <p>7. No. of Students, faculty, staff participants and no. served</p>              | <p>7. Two activities conducted fall 2019 by Student Affairs. In each activity, there were 15 students.</p>                                                                                                      | <p>7. Continue efforts to broaden education to the campus; broaden use of safe space signage; promotions of awareness campaigns.</p>                   |
| <p>8. Intrusive Advisement for International Students (F-1 Visa) – includes counseling, safe space talks; government support and advice.</p>                                                        | <p>8. No. of students served</p>                                                   | <p>8. 235 students (9%) of international students enrolled each semester have less issues and concerns with visas and advisement.</p>                                                                           | <p>8. Establish additional concrete measures for advisement; adjust advisement for COVID19.</p>                                                        |
| <p>9. . Annual Martin Luther King, Jr. Day – a speaker series and recognition ceremony that is open to the campus and local community.</p>                                                          | <p>9. Number of participants annually</p>                                          | <p>9. Positive reception of the event and positive interactions among 115 student, faculty, and staff attendees.</p>                                                                                            | <p>9. Provide formal evaluation tools for next year’s event to be developed to better assess impact.</p>                                               |
| <p>10. Annual Townhalls on Race, Culture, History, and Crime.</p>                                                                                                                                   | <p>10. Number of Townhalls and attendees</p>                                       | <p>10. Two (2) townhalls were conducted; Minds on Justice hosted by April Ryan, CNN News</p>                                                                                                                    | <p>10. Provide formal evaluation tools for next year’s event to</p>                                                                                    |

|  |  |                                                                                                                                                                                                                             |                                                        |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
|  |  | <p>Correspondent, Keeping Your Head Up, hosted by CSU Professors. Events were open to the campus and community. These events support positivity and cultural awareness among students, faculty, staff, other attendees.</p> | <p>be developed to measure impact more adequately.</p> |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|

#### **Section 4: Diversification of Faculty and Staff**

Provide a description of the one strategy that has proven most successful in increasing the diversity of faculty and staff of the campus, and what evidence demonstrates its success. (1 page)  
 The following is a description of one strategy that has proven most successful in increasing the diversity of faculty and staff of the campus. The summary below provides evidence that demonstrates its success and supports continued practice.

##### **GOAL 1**

Coppin State University is committed to ***Goal 1. Increasing the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.***

##### **Strategy: 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.***

The University continues to recruitment of faculty and staff by utilizing online publications that reach populations of various race and ethnicities, such as the *Chronicle of Higher Education*, *Diverse Issues*, and *Higher Education Jobs.com*. Furthermore, efforts are made to advertise to minority groups through professional journals and associations related to specific disciplines for each position announcement. Data show that overall, faculty recruitment has slowed over the years due to financial constraints. In AY 2019-2020, the University had 246 members of personnel classified in a type of faculty position; down from 250 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 246 faculty members, 57% are female and 43% are male. Since the baseline report year 2008-2009, the population of faculty who are African American has changed from 92% to 74%, while other ethnic groups experienced incremental increases during the same period. For example, Asian faculty member representation increased from 5% to 7%. While a successful strategy, data suggest that enhancements may be made to continue to increase the diversity of faculty personnel in underrepresented groups, especially among Native Americans.

Strategies for increasing diversity among the staff are similar. The University advertises in diverse journals and publications for staff positions. The University experienced a decrease in the number

of staff members since the baseline year from a total of 292 to 210. In AY 2019-2020, the number of African American staff remained at 84% over the previous year, while Asian staff increased from 3% to 4%. White staff members decreased from 8% to 7%. Data show that efforts to increase racial and ethnic representation of staff could further be enhanced. The University will continue to advertise in diverse publications and explore cost-effective and professional social media venues such as LinkedIn and other outlets specific to job announcements for staff.

### **Section 5: Reporting of Hate-Based Crimes**

Provide a statement regarding the campus process for the reporting of hate-based crimes as consistent with federal requirements under Clery. Statistics are not required. (1 page)

#### **REPORTING HATE CRIMES**

Although there have been zero reported hate crimes at the University, the campus has several outlets for reporting hate crimes and any other malicious acts by students, faculty, and staff. CSU is compliant with the processes outlined by the USM as well as the federal requirements under the Clery Act of 1990. The process is detailed on the University's website (Campus Police site) at [https://www.coppin.edu/downloads/file/1302/complaint\\_procedure](https://www.coppin.edu/downloads/file/1302/complaint_procedure). The campus police conduct an investigation of all complaints filed in a timely manner. The information is communicated to the public using the campus' annual Public Safety Campus Crime Report, which is posted to the university's home page. Also, as crimes are reported in and around the surrounding community, the Campus Police sends e-mail blasts describing the crimes and requested the community to always exercise caution and to report these crimes. The public remains aware of any crimes primarily through this process.

Students are able to report crimes through the Division of Student Affairs as well as Academic Affairs. Students involved in such incidents have access to the campus' judicial process, the campus police, and if necessary, Baltimore City's Police Department.

Faculty and Staff are able to report crimes through the Office of Human Resources. This information is communicated to them through orientation processes as well as through professional development and training offered during the academic year.

#### Compliance with New Requirements

The Maryland Higher Education Commission (MHEC) requires that institutions submit reports on Hate-Bias Plans and Hazing Policies. CSU 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. The Policy on Hazing includes programs to educate and increase awareness of hazing among the student population as well as reporting protocols.



## Required Appendix -- Institutional Plan for Cultural Diversity

The statements and the information within Section I through Section 5 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.

### 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 are 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 and 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 and serve a multigenerational student body. During 2019-20, there was a slight increase in the percentage of African American students from 79% to 82%. Hispanic and Latino

students declined slightly from 2.6% to 2.5%. The white student population count remained stable at 2%, while international students declined from 12.1% to 9%.

Selected initiatives across the campus within Student Affairs and Enrollment Management, as well as Academic Affairs, have supported the University's efforts to attract and retain a mix of students that reflect the community. However, there is room for continued improvement. Just this year, the University conducted outreach that included radio advertisements and recruitment events to specifically target Hispanic and Latino students.

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. Ninety-five percent of participants enroll at Coppin each fall. The program was not held this year due to the COVID19 pandemic.
- **First Year Experience (FYE)** - The First-Year Experience program serves as the advisement hub for first-year students. Students receive intrusive advisement, activities to orient them to campus life and student efforts and provide guidance through the completion of the first year of their higher education experience.
- **Academic Success Centers (ASC)** - The Centers, housed within each of the four colleges, are staffed by a full-time academic advisor, who is identified as a retention specialist. Each Retention Specialist monitors student progression perform registration outreach, conduct outreach to stop outs, 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 freshman to sophomore retention rate and academic achievement when compared to the University. The Program continues in a limited capacity, as external funds are needed to support each "house" and provide peer mentorship needed to serve the students in the program. The data on program participants suggest significant potential to support retention and graduation. The Director of Retention and Mentoring is working collaboratively across Divisions to serve funds to expand this highly potential program.
- **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. The Center assists 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. During the COVID19 pandemic, the Center provided, and continues to provide, services to students who need to support a work-life balance.

- **Disability Support Services - Disability Support Services (DSSP)** - Housed under the Division of Academic Affairs, is charged to create an accessible university community to ensure all 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 to support academic and social needs so as to 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 28 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 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 they remain central to the university's mission. The workshops are conducted in conjunction with the Information Technology Division, Academic Affairs, and Finance and Administration.

The University experienced a slight decrease in the number of staff members between AY 2018-19 and AY 2019-20. The total number of staff increased from 360 to 356. The number of African American staff slightly increased from 84% to 85%, while Asian staff increased from 2.8% to 3.3%.

White staff also decreased from 8.3% to 7.3%. Data show that efforts to increase representation among Native Americans and Foreign staff member could be further enhanced.

### Diversity among Faculty

**Faculty Recruitment** Coppin's unique geographic location within the Baltimore City limits makes it an attractive environment for faculty to have careers and focus on instruction, research, and service to the University. Overall, faculty members find the campus to be a welcoming environment. The University makes every effort to advertise in diverse publications to ensure that individuals in the country and worldwide 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 or networks 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 and restructuring.

The following data show that overall, faculty recruitment has slowed. In AY 2019-2020, the University had 246 members of personnel classified in a type of faculty position: slightly down by four from 250 in the previous year. Out of the 246 faculty members, 57% are female and 43% are male. While there has been a decrease in the number of overall faculty, the population remains largely African American at 74% (down by 1% from last year). The Asian faculty member population increased from 5% to 7% and Caucasians remained at 12%. Data show that enhancements could be made to increase the number of underrepresented Native American faculty members.

**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](mailto:zlee@usmd.edu) by Friday, July 31, 2020.**

# **FROSTBURG STATE UNIVERSITY**

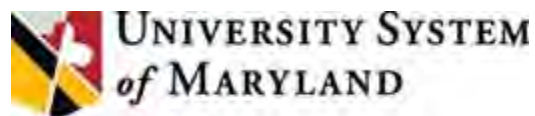


*One University. A World of Experiences.*

**CULTURAL DIVERSITY PROGRAM  
ANNUAL PROGRESS REPORT  
2020**

**PREPARED BY THE OFFICE OF THE PROVOST  
July 2020**

**Submitted to:**



**2020**  
**INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY**  
**ANNUAL PROGRESS REPORT**

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**Institution: Frostburg State University**

**Date Submitted: July 27, 2020**

**Point of Contact: Dr. Michael B. Mathias (mbmathias@frostburg.edu)**

This report follows the University System of Maryland guidelines for the 2020 Annual Progress Report on Frostburg State University’s Cultural Diversity Program. The report contains the following five sections:

**SECTION I: SUMMARY STATEMENT ..... 1**

**SECTION II: USM GOAL 1 (FSU GOALS 1-3) ..... 3**

**SECTION III: USM GOAL 2 (FSU GOALS 4 AND 5) ..... 7**

**SECTION IV: DIVERSIFICATION OF FACULTY AND STAFF ..... 12**

**SECTION V: REPORTING CAMPUS-BASED HATE CRIMES AND BIAS-MOTIVATED INCIDENTS .... 12**

**APPENDIX A: FSU CULTURAL DIVERSITY PROGRAM ..... 13**

**APPENDIX B: INSTITUTIONAL DEMOGRAPHIC DATA ..... 23**

## 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 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 establishes five institutional goals together with strategies for their attainment. The University has made important advances toward achieving the five goals of the program over the 10-year period 2010-2019.

### ***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 2010-2019. The undergraduate minority student population at Frostburg has significantly increased in the past decade. In the fall of 2010, minority students represented 28.87% of Frostburg's overall undergraduate population; and, in the fall of 2019, minority students comprised 40.66% of the overall undergraduate population. The proportion of African American students rose from 23.20% in fall 2010 to 29.55% in fall 2019. (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 2010, minority students represented only 7.94% of Frostburg's overall graduate population; by fall of 2019, minority students comprised 19.45% of the overall graduate population.) An increasing number of transfer students are from minority groups. New minority transfer students represented 18.4% of the new transfer population in fall 2010 compared to 28.5% in fall 2019.

### ***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 2010-2019, particularly with respect to undergraduate minority graduation rates. The six-year graduation rate for all minority students rose from 40% for cohort year 2010 to 48% for cohort year 2013. The six-year graduation rate for African American students rose from 39% for cohort year 2010 to 49% for cohort year 2013. The second-year retention rate for all minority students in cohort fall 2010 was 70% and 72% for all minority students in cohort fall 2018. The second-year retention rate for African American students in cohort fall 2010 was 71% and 72% for cohort fall 2018.

### ***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 grown somewhat over the 10-year period 2010-2019. Minority faculty comprised 13.4% of the total tenure/tenure-track faculty population in fall 2010 and 16% of the total tenure/tenure-track faculty population in fall 2019. The rates of minority representation among Exec/Admin/Mngr/Prof staff have remained fairly constant. In 2010, minority staff comprised 9.3% of the Exec/Admin/Mngr/Prof staff and, in 2019, minority staff comprised 9.66% of the Exec/Admin/Mngr/Prof staff.



#### **4. Create a Campus Environment that Promotes the Valuing of Cultural Diversity**

Providing campus-wide cultural and gender diversity programming and activities through 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 replaced 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. The UCDEI meets regularly to set goals and launch initiatives to improve campus climate with respect to diversity.

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.

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 two decades, from 34 in fall 2008 to 401 in spring 2020. As indicated under Goal 4 above, there are numerous curricular and co-curricular programs at Frostburg designed to promote intercultural knowledge.

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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 II - USM Goal 1 (FSU Goals 1-3)

*USM Goal 1: Increase the Numerical Representation of Traditionally Underrepresented Groups among Students, Administrative Staff, and Faculty.*

| <b>FSU's Diversity Goal 1: Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Timeline for meeting FSU Goal 1 is fall 2018; FSU's Diversity Program will be reviewed and updated in AY 2019-2020</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                               |
| <b>Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.</b><br><br><b>Strategies are numbered followed by their Action Priorities.</b>                                                                                                                                                                                                                                                                                                                                                    | <b>Metrics to measure how progress of each initiative/strategy is being evaluated</b>                                                                                                                                                                                                  | <b>Data to demonstrate where progress has been achieved / indicators of success</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Areas where continuous improvement is needed</b>                                                                                                                                                                                                                           |
| <p><b>FSU 1.1: Enhance marketing and recruitment efforts that target underrepresented students.</b></p> <ul style="list-style-type: none"> <li>a) Continue to send mailings and electronic communications to underrepresented students who meet the University's admission criteria.</li> <li>b) Continue to arrange recruitment trips to urban high schools in Maryland.</li> <li>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.</li> </ul> | <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 2018 and spring 2019: 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. In 2019-20, Admissions added onsite admission opportunities to students in these schools to give them an immediate response to their applications.</p> <p>See results under FSU Diversity Goal 3.</p> | <p>Continue to investigate other avenues of "prospect" and "inquiry names" to ensure that the makeup and size of the first-year class meets the university's goals.</p> <p>Seek out new communication strategies to increase knowledge of counselors in minority markets.</p> |
| <p><b>FSU 1.2: Familiarize high school students, teachers, and administrators from selected areas with the University's programs and services.</b></p> <ul style="list-style-type: none"> <li>a) Continue bus trips to FSU from targeted areas and engage FSU minority students to serve as tour guides.</li> </ul>                                                                                                                                                                                                                                                             | <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>In 2018-19, 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 minority students (69 of 117 students). In 2019-20 Admissions was unable to host as many bus trips due to budget cuts. The College of Education hosted two buses from Bard High School and the Girl's Leadership Academy, both from Baltimore, bringing those students to campus and providing them with on-site admission</p>                                                               |                                                                                                                                                                                                                                                                               |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <p><b>FSU 1.3: Enhance college-readiness programs and promote them to minority and first-generation students.</b></p> <p>a) Continue programs designed to prepare underrepresented students for postsecondary education at FSU.</p> <p>b) Provide additional academic support for underrepresented high school students from Allegany, Garrett, Washington, Montgomery, Anne Arundel, Prince Georges, and Frederick counties and Baltimore City.</p> | <p>FSU programs designed to prepare underrepresented students for postsecondary education at FSU.</p> <p>FSU programs designed to provide academic support for underrepresented high school students from Allegany, Garrett, Washington, Montgomery, Anne Arundel, Prince Georges, and Frederick counties, and the city of Baltimore.</p> | <p>Over the last five years, the grant-based <i>TRiO Upward Bound Program</i> has served 178 participants, and 18% 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 71% of program participants currently in high school (53 of 75) self-identified as minorities. Of the 96 participants who graduated from high school between 2015 and 2019 inclusive, 57 (59%) were minorities, and 53 of these 57 (93%) initially enrolled in college.</p>                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                 |
| <p><b>FSU 1.4: Increase the number of underrepresented students who transfer to FSU from community colleges.</b></p> <p>a) Continue to expand 2+2 and dual-degree programs with community colleges.</p> <p>b) Continue to establish dual-admission agreements with community colleges.</p> <p>c) Provide additional individualized support services to transfer students.</p>                                                                        | <p>The number of transfer students enrolled in FSU from minority groups.</p> <p>The number of dual-degree agreements with community colleges.</p> <p>The number of dual-admission agreements with community colleges.</p> <p>Services provided to transfer students.</p>                                                                  | <p>An increasing number of transfer students are from minority groups. New minority transfer students represented 16.3% of the new transfer population in fall 2009 compared to 22.6% in fall 2019.<br/><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.</p> | <p>Investigate additional methods to ensure the makeup and size of the transfer student class meets the university's goals.</p> |

|                                                                                                                                                                                                                       |                                                                                       |                                                                                     |                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------|
| <p><b>FSU's Diversity Goal 2: Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students</b></p>                                                                             |                                                                                       |                                                                                     |                                                     |
| <p><b>Timeline for meeting FSU Goal 2 is fall 2018; FSU's Diversity Program will be reviewed and updated in AY 2019-2020</b></p>                                                                                      |                                                                                       |                                                                                     |                                                     |
| <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> |

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| <p><b>FSU 2.1: Sustain the implementation of continuing and new programs intended to enhance student success and increase underrepresented minority and first-generation student retention and graduation rates.</b></p> <p>a) Continue programs to enhance student success: Academic Success Network (ASN), First-Year Student Progress Survey, TRIO Student Support Services (SSS), 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 2018 cohort of first-time, full-time students, FSU's second-year retention rates for African American students (72%) and minorities (72%) are similar to the rate for the total student population (74%).</p> <p>The retention rates decreased from 77% (cohort fall 2017) to 72% (cohort fall 2018) for African Americans and from 74% (cohort fall 2017) to 72% (cohort fall 2018) for all minorities. The retention rate for all first-time, full-time students also decreased from 77% (cohort fall 2017) to 74% (cohort fall 2018).</p> <p>Six-year graduation rates increased over the reporting period for all student groups (cohort year 2010 to cohort year 2013): from 39% to 49% for African American students, from 40% to 48% for all minorities, and from 49% to 52% 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> |
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| <p><b>FSU's Diversity Goal 3: Enhance the Cultural Diversity of Faculty and Staff</b></p>                                                                                                                                                                                                                                                                                                                                                                            |                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                          |
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| <p><b>Timeline for meeting FSU Goal 3 is 2018; FSU's Diversity Program will be reviewed and updated in AY 2019-2020</b></p>                                                                                                                                                                                                                                                                                                                                          |                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                          |
| <p><b>Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.</b></p> <p><b>Strategies are numbered followed by their Action Priorities.</b></p>                                                                                                                                                                                                                                  | <p><b>Metrics to measure how progress of each initiative/strategy is being evaluated</b></p> | <p><b>Data to demonstrate where progress has been achieved / indicators of success</b></p>                                                                                                                                                                                                                                                                                                                                               | <p><b>Areas where continuous improvement is needed</b></p>                                                                                                               |
| <p><b>FSU 3.1: Expand efforts to attract and retain eminently qualified minority faculty and staff.</b></p> <p>a) Establish working relationships with doctoral granting HBCUs throughout the United States with similar demographic population and geographic location.</p> <p>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</p> | <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 2019, the University's workforce consisted of 980 full and part-time employees (357 faculty; 623 staff members).</p> <p>Females are employed at a rate of 53.1% (521) and are represented in 100% of all administrative offices and academic departments.</p> <p>See Institutional Demographic Data (Appendix B)</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> |

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| <p>their disciplines) to teach at Frostburg as ABD doctoral students.</p> <p>c) Utilize <b>The REGISTRY</b>, a national database of diverse and strategic candidates seeking ladder-rank employment as faculty members at institutions of higher education.</p> <p>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.</p> <p>e) Implement the annual Development and Leadership Series to provide management training to increase employee advancement and retention.</p> |  | <p>Frostburg’s Office of Human Resources continues to sponsor the annual Employee Development and Leadership Series. The 2019-20 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>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> |
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## Section III - USM Goal 2 (FSU Goals 4 and 5)

### USM Goal 2: *Create Positive Interactions and Cultural Awareness among Students, Faculty, and Staff on Campus*

| <b>FSU's Diversity Goal 4: Create a Campus Environment that Promotes the Valuing of Cultural Diversity</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>Timeline for meeting FSU Goal 4 is fall 2018; FSU's Diversity Program will be reviewed and updated and revised in AY 20018-20019</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Metrics to measure how progress of each initiative/strategy is being evaluated</b>                                                                                                                                                                                                       | <b>Data to demonstrate where progress has been achieved / indicators of success</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Areas where continuous improvement is needed</b>                                                                                                                                                                                                                                                                                                                                                     |
| <ul style="list-style-type: none"> <li>• faculty and staff cultural training programs;</li> <li>• curricular initiatives that promote cultural diversity in the classroom; and</li> <li>• co-curricular programming for students</li> </ul> <p>Strategies are numbered followed by their Action Priorities.</p>                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>FSU 4.1: Establish institutional offices and organizations to help build intercultural understanding and broaden cultural awareness on campus by encouraging students, faculty, and staff to engage with cultures different from their own through their participation in co-curricular and professional development programs.</b></p> <p>a) FSU's Center for Student Diversity, Equity, and Inclusion: Plan and implement activities designed to reach out to racial identity groups and other marginalized student identity groups to provide guidance and support while providing education and training to the entire campus.</p> | <p>FSU's <i>Center for Student Diversity, Equity, and Inclusion</i> programs and activities designed to reach out to racial identity groups and other marginalized student identity groups to provide guidance and support while providing education and training to the entire campus.</p> | <p>During 2019-2020, the Center for Student Diversity, Equity and Inclusion worked collaboratively with faculty and staff to:</p> <ul style="list-style-type: none"> <li>• Provide support and leadership development to marginalized student identity groups: African Student Alliance (ASA), NAACP, and the gospel choir (UVUGD).</li> <li>• Provide assistance in leadership development and support for planning of activities, programs and meetings to University student organizations: Black Student Alliance (BSA), Latin American Student Organization (LASO), National Council of Negro Women (NCNW) and Spectrum (for students identifying as lesbian, gay, bisexual, queer and transgender).</li> </ul> <p>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 at 90%. Special efforts were made with the football coach to boost participation of first-year football players by offering two sessions specifically for them. Other ways of addressing this need will be explored. Once again, a number of students participating in the FSU Social Justice Summit reported learning of the opportunity during the required workshop. In response to student request, a group of students promoting awareness of the Brownsville community in connection with Frostburg State University. This addition was allowed to demonstrate student activism around important campus DEI issues.</p> | <p>To increase the effectiveness of the workshops during the 2020-2021 academic year, only facilitators trained through the CSDEI will facilitate the first-year workshops. The director will ensure that newer facilitators will always be paired with seasoned facilitator. If possible, workshops for athletes will be offered during special sessions not in conflict with game/practice times.</p> |

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| <p>b) Continue the work of the University Council on Diversity, Equity, and Inclusion (UCDEI).</p> <p>c) Continue the work of the Office of Gender Equity to provide resources and services for promoting social justice; and to plan and implement efforts to educate students, faculty, and staff about the issue of gender-based violence and related programming, policies, and services.</p> | <p>FSU's <i>Center for Student Diversity, Equity, and Inclusion</i> programs and activities to engage students, faculty, and staff in experiences targeting instruction and training on cultural sensitivity.</p> <p>FSU <i>University Council on Diversity, Equity, and Inclusion (UCDEI)</i> – programs and activities for promoting a campus community that values and embraces all genders, races/ethnicities, languages, sexual orientations, ages, faiths, cultural and social class contexts, and intellectual and physical abilities.</p> <p><i>Office of Gender Equity</i> programs and activities that provide resources and services for promoting social justice and that educate students, faculty, and staff about the issue of gender-based violence.</p> | <p>During 2019-2020, the Center for Student Diversity, Equity and Inclusion planned and implemented the following activities: 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 2019, a total of 48 students 3 staff members and two guests performers, participated in this retreat. Seven students that participated in the NCBI leadership development training in November 2108 co-facilitated the retreat with the director serving as lead facilitator. The retreat participants were very responsive to being led by their own peers. Many expressed a desire to gain this leadership development as well. Two gatherings were held during the fall semester to explore ways this could happen outside of the NCBI training being held (due to costs, this training is not offered every year). Unfortunately, the change to online classes (cancellation of all on-campus events) prevented us from proceeding with the training as planned.</p> <p>UCDEI, in collaboration with FSU offices, services, and organizations like Brady Health Center, the Career &amp; Professional Development Center, the Center for International Education, Counseling &amp; Psychological Services, Human Resources, the Office of Disabilities Support Services, the Office of Gender Equity, the Office of Student and Community Involvement, Programs Advancing Student Success, the Student Government Association, Student Support Services, the University Police, Residence Life, Veterans Services, FSU Student Organizations, and the greater Frostburg community, is formed of 32 faculty members, staff, and student representations. UCDEI is comprised of four subcommittee groups that meet monthly and which are dedicated to achieving the following goals: 1) To create a welcoming and safe campus climate for students, faculty, and staff; 2) To recruit and retain a culturally-rich population of students, faculty, and staff; 3) To promote mutual respect and freedom of speech through the voicing of concerns in civil discourse; 4) To encourage and support collaborative initiatives and activities; 5) To assure that university policies and procedures are congruent with the above goals; and 6) To utilize the principles and skill sets of the National Coalition Building Institute (NCBI) in fulfilling our mission. To achieve these goals, UCDEI has met monthly, developed a virtual reporting webpage, collected data about how students, faculty, and staff would like the forthcoming Multicultural Center will be used, made space for UCDEI student members to serve on the Student Government Association, developed a mini-grant program, held a “Can We Talk?” event in which students were able to talk about their experiences at FSU, and developed initial plans for outdoor Divine 9 Spaces.</p> <p>FSU established the <i>Office of Gender Equity</i> in 2016 as the institutional body in charge of providing leadership to promote, sustain, and advance a campus climate free of gender-based harassment and violence. The office has been actively engaged in implementing its mission by:</p> <ul style="list-style-type: none"> <li>• Providing an equitable, safe, and inclusive environment for all students through the coordination of activities intended to oversee prevention, education, response, and assessment of sexual misconduct, gender-based harassment, intimate partner violence, and stalking.</li> <li>• Assessing student perceptions and experiences of gender-based harassment and violence through the biennial <i>Campus Climate Survey</i>. Survey data from spring 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.</li> </ul> | <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>d) Plan and implement activities to prevent gender-based harassment, sexual violence, intimate-partner violence, and stalking based on research and best-practice information.</p>                                                                                                                                                                            | <p>Programs planned and implemented to prevent gender-based harassment, sexual violence, intimate-partner violence, and stalking based on research and best-practice information.</p> | <ul style="list-style-type: none"> <li>• Providing recommendations in light of State and Federal expectations and best practices.</li> </ul> <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. 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>e) Develop inter-institutional academic opportunities and institutional curricular programs for students, faculty, and staff designed to ensure equal participation in educational opportunities and encourage collaboration in activities designed to highlight the study of social issues and their relationship with underrepresented groups globally.</p> | <p>Partnerships with other institutions in the University System of Maryland to increase the number of underrepresented minorities pursuing graduate school.</p>                      | <p>FSU's partnership with the University of Maryland College Park, <i>TRiO Academic Achievement Program's McNair Scholars</i> has enrolled 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>Identify funding to support FSU students' participation in activities hosted at partner institutions.</p> <p>Continue to host McNair recruitment sessions at FSU</p> |
| <p>f) Sustain the University's curricular programs designed to promote the understanding of cultural diversity.</p>                                                                                                                                                                                                                                              | <p>The University's curricular programs that promote the understanding of cultural diversity</p>                                                                                      | <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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                         |



**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"> <li>• faculty and staff cultural training programs;</li> <li>• curricular initiatives that promote cultural diversity in the classroom; and</li> <li>• co-curricular programming for students</li> </ul> <p>Strategies are numbered followed by their Action Priorities.</p>                                                             | <p>Metrics to measure how progress of each initiative/strategy is being evaluated</p>                                                                                                                                                                            | <p>Data to demonstrate where progress has been achieved /indicators of success</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Areas where continuous improvement is needed</p>                                                                                                                                        |
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| <p><b>FSU 5.1: Increase the number of international students attending Frostburg State University</b></p> <p>a) Actively recruit international students overseas and throughout the United States.</p> <p>b) Increase the number of exchange partners to increase the diversity of international students.</p> <p>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 2020, FSU enrolled 401 international students (up from 285 in spring 2019), including 395 degree-seeking students (up from 275 in spring 2019).</p> <p>Last academic year, the CIE added one additional exchange partner—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. This semester we welcomed our first two students from NEOMA School of Business.</p> <p>In January 2020, the CIE conducted a survey with FSU students to determine where students, in various majors, want to study abroad. The CIE will use this information to continue to build partnerships with international institutions in the coming year(s).</p> <p>The CIE is currently working with the Enrollment Management Department on a cooperative-degree program with Henan University of Economics and Law in China. An official agreement is under negotiation.</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> |

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| <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>The CIE offers numerous cultural activities throughout the semester to introduce international students to American culture: Trips to major cities in Maryland and Pennsylvania/ cultural events in the area/ holiday events. At the beginning of the spring 2020 semester, the CIE implemented a Buddy System to introduce international students to American students who had participated in study abroad.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>FSU 5.2: Develop programs and organizations to promote students' intercultural understanding and diversity awareness through experiential exposure to global topics.</b></p> <p>a) Plan and implement student abroad programs conducted or sponsored by the university.</p> <p>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 2019/20, 47 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 2020:</p> <ul style="list-style-type: none"> <li>• Conducted classroom visits</li> <li>• Hosted bi-annual study abroad and international fairs</li> <li>• Planned bi-weekly information sessions with prospective and former study abroad students to share experiences</li> <li>• Held information tables in the Lane University Center</li> <li>• Provided presentations to multiple Greek organizations and residence halls.</li> <li>• Promoted study abroad at all Open House events to encourage prospective students to get excited about FSU and plan for their future study abroad opportunities.</li> </ul> <p>In FY 2020, faculty members created study abroad experiences for students in Ireland, Italy, Germany, and Spain. 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>The President's Leadership Circle (PLC), which in recent years was under the purview of the Office Leadership and Experiential Learning, was reassigned to the Office of Student Activities. In past years, the PLC would travel to Uganda as part of a service-learning trip. Last year, the PLC was not able to send students to Uganda due to fiscal limitations, but in its place brought John Ochieng, a staff leader from Uganda Water School to Frostburg State University. This year the PLC has participated in leadership talks with the President of FSU and his administrative staff, as well as local government officials. As a leadership project to promote diversity, the PLC was charged with researching the different cultures that represent FSU's faculty, staff, and students. As part of that initiative, the PLC is researching and securing flags that represent the various cultures of FSU students, faculty and staff, while determining the location to display these flags on campus. The next stage of this initiative calls for culturally thematic programming to be developed and presented to campus. Additionally, PLC members participated in the "Speak Out" conversation, the campus "sustainability walk", and the off-campus annual Diversity Retreat sponsored by the University Council on Diversity, Equity, and Inclusion</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>Offer more cultural competency opportunities to campus student leaders and provide leadership opportunities for PLC to explore international leadership and cultural competency.</p> |

## Section IV - Diversification of Faculty and Staff

Frostburg's Cultural Diversity Plan and its Equity and Inclusion Plan articulate a number of strategies for increasing the diversity of faculty and staff at the institution. Several of these strategies, in combination, have led to modest success in diversifying certain occupational areas.

- All searches for faculty and staff positions at Frostburg target as broad and diverse an applicant pool as possible. Advertisements are posted nationally, and the University utilizes the diversity resources offered by various recruitment sites, e.g., the Diversity and Inclusion Package offered by HigherEdJobs.
- All searches in the Academic Affairs division require applicants to submit a statement outlining their commitment to diversity, equity, and inclusion, signaling Frostburg's commitment to these values and letting all qualified candidates know they are welcome at the University.
- All search committees for faculty and staff positions at Frostburg require one member of the committee to be responsible for ensuring that minority outreach is a priority. All search committees must submit documentation of minority recruitment efforts to FSU's Office of Human Resources and FSU's Director of ADA/EEO Compliance. Such efforts typically include:
  - Identifying discipline-specific advertising sites visible to minority candidates, e.g., MinorityNurse.com.
  - Contacting colleagues at other institutions to seek nominations of minority students nearing graduation, recipients of fellowships and awards, or other interested persons.
  - Making personal contacts with minorities at professional conferences and inviting them to apply to FSU positions.

It is difficult to demonstrate the efficacy of any one of these strategies independent of the others, but there is evidence that, collectively, these strategies have resulted in moderate gains over the past three years (2017-2019). In 2017, minority faculty comprised 14.42% of the total Tenure/Tenure Track Instructional Faculty population and in 2019 that rate rose to 16.08%. Between 2017 and 2019, the rate of representation for African Americans/Blacks within this group rose from 8.17% to 10.55%. In 2017, 6.16% of the Executive/Administrative/Managerial Staff were members of minority groups and in 2019 that rate rose to 7.44%. Between 2017 and 2019, the rate of representation for African Americans/Blacks in this occupational category rose from 4.52% to 6.27%. Most notably within this category, 50% of Frostburg's current Executive Cabinet members are African American/Black, and two out of three of the University's college deans are members of a minority group. These minority executive-level leaders were all hired after 2017. Significant gains have been realized in the Professional Staff category. In 2017, minority staff comprised 11.65% of the total Professional Staff population and in 2019 that rate was 17.1%. Between 2017 and 2019, the rate of representation for African Americans/Blacks in Professional Staff rose from 3.88% to 14.47%.

## Section V - 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).

## Appendix A



*One University. A World of Experiences.*

### Frostburg State University Cultural Diversity Program

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**

| <b>Strategies</b>                                                                                                                        | <b>Action Priorities</b>                                                                                                                                                                                           | <b>Time frame</b> | <b>Responsible Unit or Office</b>               |
|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------------------------------------------|
| 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**

| <b>Goal 3: Enhance the Cultural Diversity of Faculty and Staff</b>                           |                                                                                                                                                                                                                                                     |                   |                                   |
|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-----------------------------------|
| <b>Strategies</b>                                                                            | <b>Action Priorities</b>                                                                                                                                                                                                                            | <b>Time frame</b> | <b>Responsible Unit or Office</b> |
| FSU 3.1: Expand efforts to attract and retain eminently qualified minority faculty and staff | a) Established working relationships with doctoral granting 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**

| <b>GOAL 4: CREATE A CAMPUS ENVIRONMENT THAT PROMOTES THE VALUING OF CULTURAL DIVERSITY</b>                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                 |                   |                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---------------------------------------------------------|
| <b>Strategies</b>                                                                                                                                                                                                                                                                                                             | <b>Action Priorities</b>                                                                                                                                                                                                                                                                        | <b>Time frame</b> | <b>Responsible Unit or Office</b>                       |
| FSU 4.1 Establish institutional offices and organizations to help build intercultural understanding and broaden cultural awareness on campus by encouraging students, faculty, and staff to engage with cultures different from their own through their participation in co-curricular and professional development programs. | a) FSU’s <i>Center for Student Diversity, Equity, and Inclusion</i> : Plan and implement activities designed to reach out to racial identity groups and other marginalized student identity groups to provide guidance and support while providing education and training to the entire campus. | 2008-2018         | FSU Center for Student Diversity, Equity, and Inclusion |
|                                                                                                                                                                                                                                                                                                                               | b) Continue the work of the President’s Advisory Council on Diversity, Equity, and Inclusion (PACDEI).                                                                                                                                                                                          | 2008-2018         | PACDEI                                                  |
|                                                                                                                                                                                                                                                                                                                               | c) Continue the work of the <i>Office of Gender Equity</i> to provide resources and services for promoting social justice; and to plan and implement efforts to educate students, faculty, and staff about the issue of gender-based violence and 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**

| <b>GOAL 5: PROMOTE THE UNDERSTANDING OF INTERNATIONAL CULTURES</b>                                                                                                  |                                                                                                                                                                                                                                                                                                                                                             |                   |                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|--------------------------------------------------------------------|
| <b>Strategies</b>                                                                                                                                                   | <b>Action Priorities</b>                                                                                                                                                                                                                                                                                                                                    | <b>Time frame</b> | <b>Responsible Unit or Office</b>                                  |
| FSU 5.1: Increase the number of international students attending Frostburg State University.                                                                        | a) Actively recruit international students overseas and throughout the United States                                                                                                                                                                                                                                                                        | 2008-2018         | Center for International Education (CIE) and Office of the Provost |
|                                                                                                                                                                     | b) Increase the number of exchange partners to increase the diversity of international students                                                                                                                                                                                                                                                             | 2008-2018         | Center for International Education (CIE) and Office of the Provost |
|                                                                                                                                                                     | c) Develop cooperative-degree programs with overseas partner universities, with the expectation of bringing a large number of international transfer students to FSU                                                                                                                                                                                        | 2008-2018         | Center for International Education (CIE) and Office of the Provost |
|                                                                                                                                                                     | d) Establish strong connections for international students on campus                                                                                                                                                                                                                                                                                        | 2008-2018         | Center for International Education (CIE) and Office of the Provost |
| FSU 5.2: Develop programs and organizations to promote students' intercultural understanding and diversity awareness through experiential exposure to global topics | a) Plan and implement study abroad programs conducted or sponsored by the university                                                                                                                                                                                                                                                                        | 2008-2018         | Center for International Education                                 |
|                                                                                                                                                                     | b) Plan and implement recruitment activities for students to study abroad                                                                                                                                                                                                                                                                                   | 2008-2018         | Center for International Education                                 |
|                                                                                                                                                                     | c) Design and implement study abroad opportunities for students led by faculty members                                                                                                                                                                                                                                                                      | 2008-2018         | Center for International Education                                 |
|                                                                                                                                                                     | <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.

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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).

## Appendix B



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### **Institutional Demographic Data**

This section includes comparison data for 2010, 2017, 2018, and 2019. 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 4, 2020

| Career        |                               | Fall 2010 |             |          |       | Fall 2017 |             |          |       | Fall 2018 |             |          |       | Fall 2019 |             |          |       |
|---------------|-------------------------------|-----------|-------------|----------|-------|-----------|-------------|----------|-------|-----------|-------------|----------|-------|-----------|-------------|----------|-------|
|               |                               | Male<br>N | Female<br>N | All<br>N | %     | Male<br>N | Female<br>N | All<br>N | %     | Male<br>N | Female<br>N | All<br>N | %     | Male<br>N | Female<br>N | All<br>N | %     |
| Doctorate     | Unknown                       | -         | -           | -        | -     | 2         | 9           | 11       | 13.40 | 1         | 8           | 9        | 13.04 | -         | 8           | 8        | 10.50 |
|               | African American/Black        | -         | -           | -        | -     | -         | 2           | 2        | 2.44  | -         | 2           | 2        | 2.90  | 1         | 5           | 6        | 7.89  |
|               | Amer Ind or Alaska Nat        | -         | -           | -        | -     | -         | -           | -        | -     | -         | -           | 0        | -     | -         | -           | -        | -     |
|               | Asian                         | -         | -           | -        | -     | -         | -           | -        | -     | -         | -           | 0        | -     | -         | -           | -        | -     |
|               | Hisp/Latino                   | -         | -           | -        | -     | -         | -           | -        | -     | -         | -           | 0        | -     | -         | 1           | 1        | 1.31  |
|               | White                         | -         | -           | -        | -     | 23        | 45          | 68       | 82.90 | 19        | 38          | 57       | 82.61 | 23        | 37          | 60       | 78.94 |
|               | Other                         | -         | -           | -        | -     | -         | -           | -        | -     | -         | -           | 0        | -     | -         | -           | -        | -     |
|               | Native Hawaiian or Pac Island | -         | -           | -        | -     | -         | -           | -        | -     | -         | -           | 0        | -     | -         | -           | -        | -     |
|               | Two or More Races             | -         | -           | -        | -     | 1         | -           | 1        | 1.22  | 1         | -           | 1        | 1.45  | 1         | -           | 1        | 1.31  |
|               | All                           | -         | -           | -        | -     | 26        | 56          | 82       | 100   | 21        | 48          | 69       | 100   | 25        | 51          | 76       | 100   |
| Graduate      | Unknown                       | 2         | -           | 2        | 0.33  | 40        | 47          | 87       | 14.80 | 31        | 39          | 70       | 11.93 | 16        | 23          | 39       | 5.79  |
|               | African American/Black        | 15        | 17          | 32       | 5.30  | 16        | 29          | 45       | 7.64  | 18        | 32          | 50       | 8.52  | 27        | 49          | 76       | 11.29 |
|               | Amer Ind or Alaska Nat        | -         | -           | -        | -     | -         | -           | -        | -     | -         | -           | 0        | -     | -         | -           | -        | -     |
|               | Asian                         | 4         | 4           | 8        | 1.32  | 7         | 5           | 12       | 2.04  | 9         | 8           | 17       | 2.90  | 17        | 16          | 33       | 4.90  |
|               | Hisp/Latino                   | 3         | 5           | 8        | 1.32  | 7         | 6           | 13       | 2.21  | 3         | 12          | 15       | 2.56  | 7         | 15          | 22       | 3.26  |
|               | White                         | 168       | 372         | 540      | 89.40 | 129       | 273         | 402      | 68.30 | 136       | 273         | 409      | 69.68 | 158       | 312         | 470      | 69.83 |
|               | Other                         | 9         | 5           | 14       | 2.32  | 15        | 6           | 21       | 3.57  | 7         | 5           | 12       | 2.04  | 10        | 5           | 15       | 2.22  |
|               | Native Hawaiian or Pac Island | -         | -           | -        | -     | -         | -           | -        | -     | -         | -           | 0        | -     | -         | -           | -        | -     |
|               | Two or More Races             | -         | -           | -        | -     | 4         | 5           | 9        | 1.53  | 4         | 10          | 14       | 2.39  | 6         | 12          | 18       | 2.67  |
|               | All                           | 201       | 403         | 604      | 100   | 218       | 371         | 589      | 100   | 208       | 379         | 587      | 100   | 241       | 432         | 673      | 100   |
| Undergraduate | Unknown                       | 16        | 12          | 28       | 0.58  | 25        | 29          | 54       | 1.14  | 24        | 28          | 52       | 1.12  | 15        | 16          | 31       | 0.69  |
|               | African American/Black        | 557       | 572         | 1129     | 23.20 | 767       | 716         | 1483     | 31.40 | 751       | 695         | 1446     | 31.18 | 673       | 636         | 1309     | 29.55 |
|               | Amer Ind or Alaska Nat        | 7         | 6           | 13       | 0.27  | 3         | 4           | 7        | 0.15  | 1         | 9           | 10       | 0.22  | 1         | 7           | 8        | 0.18  |
|               | Asian                         | 47        | 28          | 75       | 1.54  | 41        | 65          | 106      | 2.24  | 41        | 55          | 96       | 2.07  | 34        | 43          | 77       | 1.73  |
|               | Hisp/Latino                   | 98        | 90          | 188      | 3.86  | 113       | 151         | 264      | 5.59  | 103       | 129         | 232      | 5.00  | 95        | 121         | 216      | 4.87  |
|               | White                         | 1744      | 1640        | 3384     | 69.54 | 1122      | 1277        | 2399     | 50.80 | 1090      | 1228        | 2318     | 49.98 | 1028      | 1165        | 2193     | 49.51 |
|               | Other                         | 20        | 29          | 49       | 1.01  | 103       | 105         | 208      | 4.40  | 134       | 164         | 298      | 6.43  | 192       | 211         | 403      | 9.09  |
|               | Native Hawaiian or Pac Island | -         | -           | -        | -     | -         | 1           | 1        | 0.02  | -         | 1           | 1        | 0.02  | -         | -           | -        | -     |
|               | Two or More Races             | -         | -           | -        | -     | 93        | 110         | 203      | 4.30  | 82        | 103         | 185      | 3.99  | 88        | 104         | 192      | 4.33  |
|               | All                           | 2489      | 2377        | 4866     | 100   | 2267      | 2458        | 4725     | 100   | 2226      | 2412        | 4638     | 100   | 2126      | 2303        | 4429     | 100   |
| All           | 2690                          | 2780      | 5470        | 100      | 2511  | 2885      | 5396        | 100      | 2455  | 2839      | 5294        | 100      | 2392  | 2786      | 5178        | 100      |       |

Source: P409 Student Enrolled Population Files; Office of Assessment and Institutional Research

## Section III: Table 2 Instructional Faculty

**Table 2**  
**Instructional Faculty**  
**Split By Tenure/Tenure Track and Non-Tenure Track**

Updated March 4, 2020

| Tenure Status        | Race/Ethnicity*               | 2010      |             |          |     | 2017**    |             |          |       | 2018**    |             |          |       | 2019**    |             |          |       |
|----------------------|-------------------------------|-----------|-------------|----------|-----|-----------|-------------|----------|-------|-----------|-------------|----------|-------|-----------|-------------|----------|-------|
|                      |                               | Male<br>N | Female<br>N | All<br>N | %   | Male<br>N | Female<br>N | All<br>N | %     | Male<br>N | Female<br>N | All<br>N | %     | Male<br>N | Female<br>N | All<br>N | %     |
| Non-Tenure Track     | Unknown                       | 1         | 1           | 2        | .   | .         | .           | .        | .     | .         | .           | .        | .     | 1         | .           | 1        | 0.63  |
|                      | African American/Black        | .         | 1           | 1        | .   | 3         | 3           | 6        | 3.30  | 4         | 3           | 7        | 4.29  | 6         | 2           | 8        | 5.06  |
|                      | Amer Ind or Alaska Nat        | .         | .           | .        | .   | 1         | .           | 1        | 0.55  | .         | .           | .        | .     | .         | .           | .        | .     |
|                      | Asian                         | 4         | 3           | 7        | .   | 2         | 4           | 6        | 3.30  | 2         | 4           | 6        | 3.68  | 4         | 5           | 9        | 5.70  |
|                      | Hisp/Latino                   | .         | 4           | 4        | .   | .         | 2           | 2        | 1.10  | .         | .           | .        | .     | .         | .           | .        | .     |
|                      | White                         | 66        | 78          | 144      | .   | 67        | 98          | 165      | 90.66 | 62        | 87          | 149      | 91.41 | 55        | 84          | 139      | 87.97 |
|                      | Other                         | .         | .           | .        | .   | .         | .           | .        | .     | .         | 1           | 1        | 0.61  | .         | 1           | 1        | 0.63  |
|                      | Native Hawaiian or Pac Island | .         | .           | .        | .   | .         | 2           | 2        | 1.10  | .         | .           | .        | .     | .         | .           | .        | .     |
| All                  | 71                            | 87        | 158         | 100      | 73  | 109       | 182         | 100      | 68    | 95        | 163         | 100      | 66    | 92        | 158         | 100      |       |
| Tenure/ Tenure Track | Unknown                       | 1         | .           | 1        | .   | .         | .           | .        | .     | .         | .           | .        | .     | .         | .           | .        | .     |
|                      | African American/Black        | 7         | 2           | 9        | .   | 7         | 2           | 9        | 4.33  | 7         | 3           | 10       | 4.90  | 6         | 2           | 8        | 4.02  |
|                      | Asian                         | 8         | 7           | 15       | .   | 12        | 5           | 17       | 8.17  | 13        | 4           | 17       | 8.33  | 15        | 6           | 21       | 10.55 |
|                      | Hisp/Latino                   | 1         | 3           | 4        | .   | 1         | 3           | 4        | 1.92  | 1         | 2           | 3        | 1.47  | 1         | 2           | 3        | 1.51  |
|                      | White                         | 113       | 66          | 179      | .   | 96        | 73          | 169      | 81.25 | 95        | 70          | 165      | 80.88 | 90        | 69          | 159      | 79.90 |
|                      | Other                         | .         | .           | .        | .   | 5         | 4           | 9        | 4.33  | 5         | 4           | 9        | 4.41  | 4         | 4           | 8        | 4.02  |
|                      | All                           | 130       | 78          | 208      | 100 | 121       | 87          | 208      | 100   | 121       | 93          | 204      | 100   | 116       | 83          | 199      | 100   |
|                      | All                           | 201       | 165         | 366      | 100 | 194       | 196         | 390      | 100   | 189       | 188         | 367      | 100   | 182       | 175         | 357      | 100   |

Source: M155 Employee Data System Files; Office of Assessment and Institutional Research

\*Data reported for 2010 based on the 1977 race/ethnicity codes. 2017 to 2019 data based on the new race/ethnicity codes.

\*\* 2017 to 2019 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 4, 2020

| Occupational Code | Race/Ethnicity*        | 2010      |             |          |       | 2017**    |             |          |       | 2017**    |             |          |       | 2019**    |             |          |       |
|-------------------|------------------------|-----------|-------------|----------|-------|-----------|-------------|----------|-------|-----------|-------------|----------|-------|-----------|-------------|----------|-------|
|                   |                        | Male<br>N | Female<br>N | All<br>N | %     | Male<br>N | Female<br>N | All<br>N | %     | Male<br>N | Female<br>N | All<br>N | %     | Male<br>N | Female<br>N | All<br>N | %     |
| Exec/Admin/Mngr   | Unknown                | .         | .           | .        | .     | .         | 1           | 1        | 0.41  | .         | 1           | 1        | 0.4   | 2         | 1           | 3        | 1.18  |
|                   | African American/Black | 2         | 1           | 3        | 5.17  | 4         | 7           | 11       | 4.52  | 6         | 9           | 15       | 6.05  | 8         | 8           | 16       | 6.27  |
|                   | Amer Ind or Alaska Nat | .         | .           | .        | .     | .         | .           | .        | .     | .         | .           | .        | .     | .         | .           | .        | .     |
|                   | Asian                  | 1         | .           | 1        | 1.72  | 3         | .           | 3        | 1.23  | 3         | 1           | 4        | 1.61  | 1         | .           | 2        | 0.78  |
|                   | Hisp/Latino            | .         | .           | .        | .     | 1         | .           | 1        | 0.41  | .         | 1           | 1        | 0.4   | .         | 1           | 1        | 0.39  |
|                   | White                  | 33        | 21          | 54       | 93.1  | 102       | 125         | 227      | 93.42 | 102       | 125         | 227      | 91.53 | 105       | 127         | 232      | 90.98 |
|                   | Other                  | .         | .           | .        | .     | .         | .           | .        | .     | .         | .           | .        | .     | .         | 1           | 1        | 0.39  |
| All               | 36                     | 22        | 58          | 100      | 110   | 133       | 243         | 100      | 111   | 137       | 248         | 100      | 116   | 139       | 255         | 100      |       |
| Teaching Assist   | White                  | .         | .           | .        | .     | 2         | 3           | 5        | 100   | 2         | 3           | 5        | 100   | 1         | 3           | 4        | 100   |
|                   | All                    | .         | .           | .        | .     | 2         | 3           | 5        | 100   | 2         | 3           | 5        | 100   | 1         | 3           | 4        | 100   |
| Professional      | Unknown                | 2         | 2           | 4        | 2.42  | 2         | 3           | 5        | 4.85  | .         | 2           | 2        | 2.25  | .         | 2           | 2        | 2.63  |
|                   | African American/Black | 6         | 4           | 10       | 6.06  | .         | 4           | 4        | 3.88  | 3         | 3           | 6        | 6.74  | 5         | 6           | 11       | 14.47 |
|                   | Amer Ind or Alaska Nat | 1         | .           | 1        | 0.6   | .         | .           | .        | .     | .         | .           | .        | .     | .         | .           | .        | .     |
|                   | Asian                  | 3         | .           | 3        | 1.81  | 3         | 4           | 7        | 6.8   | 2         | 3           | 5        | 5.62  | 2         | .           | 2        | 2.63  |
|                   | Hisp/Latino            | .         | 1           | 1        | 0.6   | .         | 1           | 1        | 0.97  | .         | 1           | 1        | 1.12  | .         | .           | .        | .     |
|                   | White                  | 62        | 84          | 146      | 88.49 | 32        | 53          | 85       | 82.52 | 30        | 42          | 72       | 80.9  | 18        | 41          | 59       | 77.63 |
|                   | Other                  | .         | .           | .        | .     | .         | 1           | 1        | 0.97  | .         | 2           | 3        | 3.37  | 1         | .           | 2        | 2.63  |
|                   | Two or more races      | .         | .           | .        | .     | .         | 1           | 1        | 0.97  | 1         | 2           | 3        | 3.37  | 1         | .           | 2        | 2.63  |
|                   | All                    | 74        | 91          | 165      | 100   | 37        | 66          | 103      | 100   | 36        | 53          | 89       | 100   | 26        | 50          | 76       | 100   |
| Clerical          | Unknown                | .         | .           | .        | .     | .         | .           | .        | .     | 1         | 1           | 2        | 1.27  | 1         | .           | 1        | 0.63  |
|                   | African American/Black | .         | 7           | 7        | 4.02  | 3         | 6           | 9        | 4.92  | 3         | 8           | 11       | 6.96  | 2         | 5           | 7        | 4.4   |
|                   | Amer Ind or Alaska Nat | .         | .           | .        | .     | .         | .           | .        | .     | .         | .           | .        | .     | .         | .           | .        | .     |
|                   | Asian                  | 1         | 1           | 2        | 1.15  | .         | 3           | 3        | 1.64  | .         | 1           | 1        | 0.63  | .         | 1           | 1        | 0.63  |
|                   | Hisp/Latino            | 2         | 1           | 3        | 1.72  | .         | 2           | 2        | 1.09  | .         | .           | .        | .     | 1         | 1           | 2        | 1.26  |
|                   | White                  | 25        | 137         | 162      | 93.1  | 44        | 123         | 167      | 91.26 | 41        | 102         | 143      | 90.51 | 42        | 106         | 148      | 93.08 |
|                   | Other                  | .         | .           | .        | .     | .         | .           | .        | .     | .         | .           | .        | .     | .         | .           | .        | .     |
|                   | Two or More Races      | .         | .           | .        | .     | 1         | 1           | 2        | 1.09  | .         | 1           | 1        | 0.63  | .         | .           | .        | .     |
|                   | All                    | 28        | 146         | 174      | 100   | 48        | 135         | 183      | 100   | 45        | 113         | 158      | 100   | 46        | 113         | 159      | 100   |
| Technical         | Hisp/Latino            | 1         | .           | 1        | 2.22  | .         | .           | .        | .     | .         | .           | .        | .     | .         | .           | .        | .     |
|                   | White                  | 26        | 18          | 44       | 97.78 | .         | 5           | 5        | 100   | .         | 4           | 4        | 100   | 1         | 6           | 7        | 100   |
|                   | All                    | 27        | 18          | 45       | 100   | .         | 5           | 5        | 100   | .         | 4           | 4        | 100   | 1         | 6           | 7        | 100   |
| Skilled Crafts    | Unknown                | .         | .           | .        | .     | .         | .           | .        | .     | .         | 1           | 1        | 1.14  | .         | .           | .        | .     |
|                   | African American/Black | .         | .           | .        | .     | .         | 1           | 1        | 1.09  | .         | 1           | 1        | 1.14  | .         | 1           | 1        | 1.2   |
|                   | Asian                  | .         | .           | .        | .     | .         | .           | .        | .     | .         | .           | .        | .     | .         | .           | .        | .     |
|                   | Hisp/Latino            | .         | .           | .        | .     | 1         | .           | 1        | 1.09  | 1         | .           | 1        | 1.14  | 1         | .           | 1        | 1.2   |
|                   | White                  | 36        | 1           | 37       | 100   | 51        | 39          | 90       | 97.83 | 50        | 35          | 85       | 96.59 | 47        | 34          | 81       | 97.59 |
|                   | All                    | 36        | 1           | 37       | 100   | 52        | 40          | 92       | 100   | 51        | 37          | 88       | 100   | 48        | 35          | 83       | 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  | 44        | 2           | 46       | 100   | 42        | 2           | 44       | 100   | 39        | .           | 39       | 39    |
|                   | All                    | 36        | 41          | 77       | 100   | 44        | 2           | 46       | 100   | 42        | 2           | 44       | 100   | 39        | .           | 39       | 100   |
| All               | 237                    | 319       | 556         | 100      | 293   | 384       | 677         | 100      | 287   | 349       | 636         | 100      | 277   | 346       | 623         | 100      |       |

Source: M155 Employee Data System Files; Office of Assessment and Institutional Research

\*Data reported for 2010 based on the 1977 race/ethnicity codes. 2017 to 2019 data based on the new race/ethnicity codes.

\*\* 2017 to 2019 data reflect the Maryland Higher Education Commission's Standard Occupational Classifications.

# **SALISBURY UNIVERSITY**

2019-2020  
Institutional Programs of Cultural  
Diversity Annual Progress Report

Institution: Salisbury University

Date Submitted: July 31, 2020

Point of Contact: Joan Williams, Associate Vice President and Chief Diversity Officer  
Diversity and Inclusion  
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The extraordinary ethnic and cultural diversity in American society and the broader world shape both our academic community and the curricula of Salisbury University. A diverse and inclusive campus community brings irreplaceable value to SU's educational experience and work environment and strengthens the entire University. We strive to create a truly diverse and inclusive environment where we harness the richness of ideas, backgrounds and perspectives of the community to create student learning opportunities and value for the institution, today and into the future.

Salisbury University has adopted a more robust commitment for Cultural Diversity than ever before. This started with the development of a new vision for the University for the next five years with the development of its new University 2020-2025 Strategic Plan. The development of the plan will guide the University's strategic priorities over the next five years. The plan started with getting campus stakeholder's buy-in by including all of the campus governance groups: Faculty Senate, Graduate Student Council, Staff Senate, Strategic Planning and Budgeting Committee (SPBC), and Student Government Association. The campus engaged all stakeholders in conducting a SWOT Analysis which guided the campus-wide focus groups. Focus groups were used to develop ideas for strategies related to the SWOT Analysis results. As a result of the SWOT Analysis, five goals and University priorities were identified. The second goal is focused on diversity and is titled *Inspire a Campus Culture of Inclusive Excellence, Support and Collaboration*.

Through Goal 2, the University will develop and implement the components of a comprehensive diversity and inclusion plan. This includes the creation of a new Office of Diversity and Inclusion led by the University's Chief Diversity Officer. This office will provide students, faculty and staff with educational opportunities informed by multiple points of view, life experiences, abilities, ethnicities, cultures and belief systems. The University values and cultivates learning not only among its students but also for faculty and staff as well. SU will continue to expand professional development opportunities, with an emphasis on face-to-face training, and

create inclusive spaces that support networking, foster professional growth and inspire innovative ideas. By exploring ways to expand benefits, recognition and rewards programs, the institution hopes to improve the recruitment and retention of all faculty and staff and especially those from diverse backgrounds. Through the collection of these strategies, the institution hopes that all members of the campus community feel a sense of belonging and connection.

The University 2020-2025 Strategic Plan went into its implementation phase as of February 2020. A part of the implementation, the Office of Diversity and Inclusion (ODI) was relaunched. This relaunch included moving Multicultural Student Services from Student Affairs and moving Cultural Affairs to the ODI, along with creating the position of associate vice president of diversity and inclusion and chief diversity officer. A national search was conducted and the position was filled with the person beginning their tenure May 2020. This reorganization to support the newly launched ODI included committing additional budget resources to provide the necessary support to ODI.

The 2019-2020 Academic year has been challenging for the SU campus with the global pandemic and the national social unrest around racial injustice. Salisbury has had a challenging year with campus incidents around racial graffiti, which were found to be executed by an external member of the campus community. In an effort to objectively assess the climate of campus members, Salisbury entered into an agreement with an external partner to conduct a Campus Climate Study. The external partner will provide a report to include recommendations in fall 2020. The Campus Climate Study will assist in guiding the development of a Strategic Diversity Plan for the next academic year.

During 2019-2020 year, many of the departments have increased their diversity efforts by obtaining grants to support recruitment of diverse faculty, developing departmental diversity interest groups to increase engagement and including diversity into the curriculum.

| <b>Goal I: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                      |                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. HBCUs must provide information on efforts designed to diversify campus by attracting students, administrative staff, and faculty who do not identify as African American.                                                                                                                                                                                                                                                                  | Metrics to measure how progress of each initiative/strategy is being evaluated                                                                                                               | Data to demonstrate where progress has been achieved / indicators of success                                                                                                                                                                                                         | Areas where continuous improvement is needed                                                                |
| <p><b>President's Office:</b></p> <ul style="list-style-type: none"> <li>• Advertised new or vacant positions in publications that cater to diverse audiences.</li> <li>• Improve diverse representation on search committees.</li> <li>• Included a commitment to diversity and inclusion as a focus for job candidates.</li> <li>• Creation of the President's Special Task Force on Diversity and Inclusion</li> <li>• Creation of the President's Student Advisory Council</li> <li>• Renewed support and communication with the local and state chapters of the NAACP</li> </ul> | <ul style="list-style-type: none"> <li>• The two most recent administrators hired in the President's Office (Chief of Staff and Chief Diversity Officer) represent diverse hires.</li> </ul> | <ul style="list-style-type: none"> <li>• The administration committed to moving forward and implementing a number of initiatives from the Task Force.</li> <li>• Changed improved our frequency and methods of communication based on feedback from the Advisory Council.</li> </ul> | <ul style="list-style-type: none"> <li>• A need to duplicate efforts across the entire division.</li> </ul> |
| <p><b>The Seidel School of Education:</b> launched the of AACTE Holmes Scholar Program (Spring 2019) which is affiliated with the American Association of Colleges for Teacher Education and supports</p>                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                      |                                                                                                             |

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| <p>students who self-identify as racially and ethnically diverse and are pursuing degrees in education. The program provides mentorship, peer support, and professional development opportunities. The initial 2019 cohort consisted of 10 undergraduate, 2 master's level and 2 doctoral level candidates. Participants are nominated by a faculty member. Scholarships were awarded to the current graduate students (\$250 for master's level and \$500 for doctoral level) from the Seidel School of Education endowment. Additional nominees will be reviewed each spring semester. Dr. Koomi Kim is serving as the faculty advisor.</p> |                                                                                                                                       |                                                                                                                                              |                                                                                         |
| <p><b>The School of Social Work</b> is in the process of developing a Deaf Studies Minor in collaboration with Modern Languages (Fulton School). Social Work has developed two new courses for this minor.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                       |                                                                                                                                              |                                                                                         |
| <p><b>Graduate Studies:</b> Application fee waiver process was updated to include TRiO students and is based on economic hardship.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Track fee waivers                                                                                                                     | Two TRiO waivers were used. 1 applicant was matriculated. The other has a fall application pending.                                          | Send information to non-SU TRiO students.                                               |
| <p>Increase participation in HBCU graduate fairs.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | In FY 19, we participated in fairs at UMES and Delaware State. This year we added Bowie and Coppin but could not attend due to COVID. | Data is incomplete due to COVID. There were two waivers used from the Bowie Fair. One student has been admitted and one is pending for fall. | Continue to broaden our reach to HBCU's.                                                |
| <p>Private graduate information sessions for underrepresented student groups – including TRiO, OLAS and Multicultural Alliance.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Feedback by groups                                                                                                                    | Each group provided positive feedback on the session and our presentation will be come part of their yearly sessions.                        | Find ways to reach those underrepresented students not active in student organizations. |

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| <p><b>Graduate Studies:</b><br/>Identifying diversity as part of enrollment management plan.</p>                                                        | <p>Identifying underrepresented through enrollment reporting.</p>                                                | <p>Enrollment is trending upward.</p> <p>Fall 2018:<br/>American Indian – 3<br/>Asian – 16<br/>Black – 113<br/>Hispanic – 17</p> <p>Fall 2019:<br/>American Indian - 7<br/>Asian - 23<br/>Black - 145<br/>Hispanic - 20</p> | <p>Outreach to students to ensure success.</p>                      |
| <p><b>College of Health and Human Services (CHHS):</b><br/><b>ATTR:</b> Faculty attend recruiting events at HBI's</p>                                   |                                                                                                                  | <p>Four of the 10 students currently in the MSAT program are from traditionally underrepresented groups.</p>                                                                                                                |                                                                     |
| <p><b>(CHHS)Nursing:</b> Advertising in the Minority Nurse for clinical faculty opportunities</p>                                                       |                                                                                                                  |                                                                                                                                                                                                                             |                                                                     |
| <p><b>(CHHS) Community Health:</b> recruiting diverse faculty by posting faculty positions in online publications targeting underrepresented groups</p> | <p>Continuous review of faculty demographic makeup in the form of program meetings and accreditation reports</p> | <p>The program is making strides to have a faculty as culturally diverse as the students in the program</p>                                                                                                                 | <p>Increase gender diversity among program faculty and students</p> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                               |
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| <p><b>(CCHS) Social Work:</b></p> <ul style="list-style-type: none"> <li>• Deliberately advertising open faculty positions with the CSWE Minority Fellowship Program (MFP) which provides funding for minority doctoral students enrolled in SOWK programs across the country</li> <li>• Establish the CUSP fellowships</li> <li>• Provided \$70k in scholarships</li> <li>• Continue to support NIA mentoring program for social work students of color</li> </ul>                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Advertising done</li> <li>• Policies and procedures established</li> <li>• Distribution of scholarships</li> <li>• Provide financial support</li> </ul>               | <ul style="list-style-type: none"> <li>• N/A- no new faculty hires this year</li> <li>• Policies and procedures established.</li> <li>• 70k in scholarships were distributed to students with less than \$5k EFC</li> <li>• Number of active students increased to 12 students with 6 committed mentors</li> </ul>                                                                              |                                                                                                                                                                                                                                                                                               |
| <p><b>Student Affairs: Students:</b></p> <ul style="list-style-type: none"> <li>• Tabling at SeaGull StartUp (Orientation) sessions</li> <li>• Session/reception during Sea Gull StartUp for Multicultural Student Services (MSS)</li> <li>• MSS offers students to meet with high school students coming to SU to visit</li> <li>• Recruit and hire Orientation Leaders with diverse backgrounds</li> <li>• Approximately 50 prospective bus groups for predominantly underrepresented high school students (unfortunately COVID resulted in 20 cancels)</li> <li>• Represented SU at the National Hispanic College Fair.</li> <li>• Partnered with GEAR UP to support the college search process</li> </ul> | <ul style="list-style-type: none"> <li>• Pre signups: Multicultural Student Services had students sign up for Powerful Connections</li> <li>• Multicultural Student Services (MSS) track attendance</li> </ul> | <ul style="list-style-type: none"> <li>• Evaluate retention data at the end of every semester to compare GPA and retention of students attending and mentoring Powercon vs general student population</li> <li>• Evaluate retention data for students of color vs. general population</li> <li>• Compare enrollment statistics by category (including diversity and economic status)</li> </ul> | <ul style="list-style-type: none"> <li>• Expand outreach of Powerful Connections to more diverse populations</li> <li>• Expand marketing information to diverse students at earlier stages of admissions process</li> <li>• Living Learning Community outreach to diverse students</li> </ul> |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                   |
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| <p><b>Student Affairs: Staff</b></p> <ul style="list-style-type: none"> <li>• Increased advertising expenditures and job announcement locations.</li> <li>• Extended searched to pursue increased diversity outreach measures.</li> <li>• Increased personal outreach to colleagues to increase diversity of application pool.</li> <li>• Strengthened diversity outreach language in placement ads emphasizing cultural competency skills and experiences with diverse populations.</li> </ul> | <ul style="list-style-type: none"> <li>• Applications allow ability to track statistics for recruiting and hiring</li> <li>• Number of ad placements.</li> <li>• Total dollars spent on advertising.</li> <li>• Number of outreach efforts made to colleagues.</li> <li>• Number of historically underrepresented individuals who accepted and were hired.</li> </ul> | <ul style="list-style-type: none"> <li>• Monitoring diverse hires in the division. Recently three African American females, one African American male, and one Asian American female were hired (Counseling Center Director), student disability director, TRIO director, Residence Life Area Coordinator, and Financial Aid assistant</li> </ul> | <ul style="list-style-type: none"> <li>• Continue to evaluate language used in advertising.</li> <li>• Enhance personal outreach in hiring.</li> <li>• Increase resources for advertising.</li> <li>• Partner with Diversity and Inclusion Office for new teaching training and hiring best practices.</li> </ul> |
| <p><b>Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.</b></p>                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                   |
| <p><b>Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:</b></p> <ul style="list-style-type: none"> <li>• <b>faculty and staff cultural training programs;</b></li> <li>• <b>curricular initiatives that promote cultural diversity in the classroom; and</b></li> <li>• <b>co-curricular programming for students.</b></li> </ul>                                                                                     | <p><b>Metrics to measure how progress of each initiative/strategy is being evaluated</b></p>                                                                                                                                                                                                                                                                          | <p><b>Data to demonstrate where progress has been achieved / indicators of success</b></p>                                                                                                                                                                                                                                                        | <p><b>Areas where continuous improvement is needed</b></p>                                                                                                                                                                                                                                                        |

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| <p><b>SU Libraries: Collections:</b> We are actively acquiring materials related to diverse populations:</p> <ul style="list-style-type: none"> <li>Archives Unbound collections: purchased nearly 300 digital archives collections, just over half of which deal with diverse cultures and history, both in the U.S. and abroad: <ul style="list-style-type: none"> <li>Book/media collections: In addition to setting aside \$3,500 specifically for diversity-related purchases, each librarian responsible for collection development for different academic departments spends at least 10% of their budget on diversity-related books or films.</li> </ul> </li> </ul> | <p>No. of items added to our collection related to diverse populations</p> | <p>157 new digital collections<br/>New books/films total still being determined (should be available in 1-2 weeks, after the fiscal year ends)</p> |  |
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| <p><b>CCHS: Social Work</b></p> <ul style="list-style-type: none"> <li>• Examine MSW curriculum for stand-alone diversity course and infusion of diversity content in other courses</li> <li>• Sponsoring the Social Justice LLC which provides incoming first year students an opportunity to engage with SOWK faculty and students in activities that serve to educate on and advocate for marginalized and oppressed populations</li> <li>• Hold a Townhall on Racial Justice</li> <li>• Supported the development of Social Workers for Racial Justice (a social work student group)</li> <li>• Established new course under Deaf Studies</li> <li>• Develop a Diversity, Inclusion, Equity, Strategic Action Plan (DIE SAP) (2020-2023)</li> </ul> | <ul style="list-style-type: none"> <li>• Report presented to full faculty on revisions to the MSW curriculum</li> <li>• Graded discussion and reflection assignment</li> <li>• Event held</li> <li>• Faculty provide mentoring to student leaders of the student group</li> <li>• Course receives approval from the Undergraduate Curriculum Committee</li> <li>• Plan is presented to faculty for final approval</li> </ul> | <ul style="list-style-type: none"> <li>• Faculty voted to make changes to the MSW curriculum, which include two new required diversity courses</li> <li>• Analysis of assignment grades</li> <li>• Event was held with nearly 100 students, faculty, and staff in attendance</li> <li>• Two faculty members have provided mentoring to the student group</li> <li>• Course received final approval. Paperwork has been submitted for the Deaf Studies Minor</li> <li>• Faculty approved the DIE SAP during the May faculty meeting</li> </ul> |  |
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| <p><b>Nursing: Comm. Health</b></p> <ul style="list-style-type: none"> <li>• Inclusion of LGBTQ panel/guest speakers in HLTH 311 (students get to interface with sexual minorities)</li> <li>• Inclusion of global seminar and study abroad internships</li> </ul>                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Graded assignments integrated into the course</li> <li>• Graded assignments integrated into the course</li> </ul>                                                              | <ul style="list-style-type: none"> <li>• Feedback from students and instructors; student grades/accreditation self-study reports</li> <li>• Feedback from students and instructors; student grades/accreditation self-study reports</li> </ul> |                                                                                                                                                                                      |
| <p><b>Academic Affairs:</b><br/>400 Years of Resilience Series (co-organized by Drs. Wallace Southerland and April Logan).<br/><a href="https://www.salisbury.edu/events/1619-2019-Series.aspx">https://www.salisbury.edu/events/1619-2019-Series.aspx</a></p> <p>Library faculty and staff developed a Library Research Guide for this.<br/><a href="https://libraryguides.salisbury.edu/400years">https://libraryguides.salisbury.edu/400years</a></p> |                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                |                                                                                                                                                                                      |
| <p>Faculty Learning Communities focused on D&amp;I include: Social Justice, Equity &amp; Teaching Transformation (<a href="#">D&amp;I Lib Guide</a> developed by this group); Promise FLC (see below); and Teaching with International Students.</p>                                                                                                                                                                                                     |                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                |                                                                                                                                                                                      |
| <p><b>Student Affairs: Students</b><br/>Training for all incoming students at First Flight (Orientation) called “Diversity University”</p> <ul style="list-style-type: none"> <li>• Training for students and Dean of students and Student Activities staff to understand differences in culture of NPHC vs. IFC and Panhellenic</li> <li>• Multicultural Festival sponsored by MSS</li> </ul>                                                           | <ul style="list-style-type: none"> <li>• Currently track attendance and ask students to fill out evaluations for orientation overall</li> <li>• Track organizations registered</li> <li>• Attendance tracked</li> </ul> | <ul style="list-style-type: none"> <li>• About 2/3 of students attend program. One of the highest evaluated program at Orientation. # of meetings and attendance, representation</li> </ul>                                                    | <ul style="list-style-type: none"> <li>• Improve attendance at Diversity University</li> <li>• Consider “call to action”</li> <li>• Consider on-line training program for</li> </ul> |

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| <ul style="list-style-type: none"> <li>• Black History Month including keynote speakers</li> <li>• Appropriations through SGA monitors funding to ensure student activity funds for programs are fairly distributed</li> <li>• New MGC sorority approved; resulting in the creation of the MGC council for 2020</li> </ul> | <ul style="list-style-type: none"> <li>• Regular meetings and looked to by campus for guidance</li> <li>• # of recognized org. fund requests and approvals</li> </ul> |  | <p>incoming students.</p> <ul style="list-style-type: none"> <li>• Diversify Multicultural Festival to focus on more diverse cultures</li> </ul> |
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**Section 4: Examples of successful strategies employed to increase the diversity of faculty and staff at Salisbury University (SU)**

**Strategy 1: Active consultation and engagement between HR recruiter and hiring manager and/or selection committee.**

While this strategy may appear basic and straightforward to the casual observer, it represents a fundamental shift in focus and emphasis of our talent acquisition process to more deliberate collaboration and ongoing consultation by the recruiter. As a result of process change, the recruiter actively identifies applicant pools using a variety of mechanisms (e.g., web-based platforms, professional journals and diversity-based organizations) to attract a high degree of interest from diverse populations. To highlight the impact of this effort, over the last year, the University conducted four searches for mission-critical positions:

- Associate Vice President for Diversity & Inclusion/Chief Diversity Officer (newly created position)
- Director of Student Counseling
- Director of the Disability Resource Center
- Director of TRiO ACHiEVE Student Support Services

In all cases, using in-house recruitment resources and engagement, these key professional positions were filled with individuals from historically marginalized and underrepresented populations.

**Strategy 2: Faculty Learning Communities on Diversity and Inclusion**

SU supports several Faculty Learning Communities (FLCs) related to diversity and inclusion. The PROMISE FLC cohort of faculty and staff consider how institutional commitment and peer mentoring nurture a culture of diversity and inclusion (PROMISE references an NSF-funded project among five USM institutions). In FY20, FLC members read the book, “Faculty Success through Mentoring: A Guide for Mentors, Mentees, and Leaders” to consider opportunities to promote underrepresented populations of

faculty, staff and students who may wish to become academics. The PROMISE FLC goals are to: (1) collaborate with relevant SU offices to support efforts to strategically recruit, hire and retain underrepresented faculty and staff; (2) design and disseminate faculty and staff development programs to support mentorship, success and promotion of diverse members; (3) entice current candidates and future academics, including graduate and undergraduate students, to seek employment at a Primarily Undergraduate Institution like SU; and (4) present findings at workshops, conference sessions, online materials and in publications as an applicable model of diversity and inclusion. The PROMISE FLC's work raised the awareness of faculty, staff and campus leadership regarding issues faced by diverse faculty, in hiring practices and affecting faculty retention. Work continues to achieve all of the goals listed above. Earlier this year, the University committed to establishing a Faculty Development Center and joined the National Center for Faculty Development & Diversity which provides a wide variety of resources for faculty onboarding, retention and development.

### **Section 5: Process for Reporting Hate Crimes**

SU is required to report statistics for hate (bias) related crimes by the type of bias as defined below for the following classifications: murder/non-negligent manslaughter, sex offenses (rape, fondling, incest, and statutory rape), robbery, aggravated assault, burglary, motor vehicle theft, arson and intimidation, larceny-theft, destruction/damage/vandalism of property, and simple assault. A hate or bias related crime is not a separate, distinct crime, but it is the commission of a criminal offense that manifests evidence that the victim was intentionally selected because of the perpetrator's bias against the victim.

All Salisbury University students, faculty, staff and visitors are encouraged to make prompt and accurate reports to University Police if they are a victim or witness of a crime. Crimes committed on campus should be reported immediately to University Police. To contact University Police dial 410-543-6222 from a public phone, Ext. 36222 from any campus phone, or #787 from a Verizon cell. You may also use the "blue light" emergency phones which are placed at various locations on the grounds. For emergencies, dial 911. If the crime occurred off campus, University Police will direct you to the appropriate law enforcement agency. Crimes occurring at University Park Apartments, a public-private partnership on Milford Street managed by EdR Collegiate Housing, should be reported to the Salisbury Police Department (for emergencies dial 911, for non-emergencies dial 410-548-3165). Although students, employees and others are encouraged to report all criminal activity to University Police and/or local police, incidents may also be reported to the Dean of Students, Associate Vice President of Student Affairs, Vice President of Student Affairs, Assistant Director for Residence Life, Director of Housing and Residence Life or the Assistant Director for Operations and Judicial Management for statistical reporting and timely warning purposes.

## Appendix

Salisbury University plans to develop a Strategic Diversity Plan during the upcoming academic year. Below is Goal 2 in the 2020-2025 University Strategic Plan, which addresses cultural diversity.

# Goal 2: Inspire a Campus Culture of Inclusive Excellence, Support and Collaboration

**Objective 2.1 - Create and implement a holistic diversity and inclusive excellence plan through the establishment of an Office of Diversity and Inclusion.**

- **Strategy 2.1.1.** *Relaunch the Office of Diversity and Inclusion, under the direction of the University's Chief Diversity Officer, as part of a comprehensive pledge for developing a diverse University community and supporting an inclusive and equitable campus climate.*
- **Strategy 2.1.2.** *Assess and enhance SU's culture through a comprehensive campus climate study and utilize shared governance and the Office of Diversity and Inclusion to prioritize and implement procedural, curricular and structural strategies, including face-to-face training, to address outcomes from the study.*
- **Strategy 2.1.3.** *Expand professional development and training programs for students, faculty and staff that focus on developing a safe, informed and welcoming climate and culture built on equity and mutual respect for diversity and inclusion, striving to achieve 100% participation.*
- **Strategy 2.1.4.** *Expand educational opportunities and training for students that support the development of an understanding of equity, anti-racist behavior, bystander response and diversity.*
- **Strategy 2.1.5.** *Enhance communication in real time and regarding progress on strategic issues through regular and multi-channel mechanisms that reach the entire campus and all of its constituencies.*
- **Strategy 2.1.6.** *Maximize the use of more inclusive language in University policies, protocols, documents and publications to speak to and describe students, faculty and staff and their contexts.*

**Objective 2.2 - Enhance our faculty and staff recruitment strategies (see Goal 3 for student recruitment).**

- *Strategy 2.2.1. Create a university-wide, multi-year initiative to hire and retain diverse faculty based on documented best practices, including the institutional oversight of diversity within searches, while respecting the autonomy of individual departments.*
- *Strategy 2.2.2. Enhance the search process based on documented best practices to more effectively diversify our applicant pools and ensure departmental policies adhere to these and professional development opportunities exist to provide training.*
- *Strategy 2.2.3. Create an inclusive and comprehensive onboarding process for new faculty and staff, including specific resources to assist with the acclimation and retention of our diverse faculty and staff.*
- *Strategy 2.2.4. Implement a dual-career partner assistance hiring program, cluster hiring program and/or other hiring programs with a demonstrated record of increasing faculty and staff diversity.*

**Objective 2.3 - Review our professional development, recognition, benefits and compensation programs to improve retention of faculty and staff.**

- *Strategy 2.3.1. Develop a more comprehensive rewards and recognition program to celebrate faculty and staff accomplishments in service, teaching, research, scholarship and creative activity.*
- *Strategy 2.3.2. Evaluate the impact of developing and implementing additional employee benefits programs to boost morale and support a healthy work-life balance.*
- *Strategy 2.3.3. Develop a plan to address issues of compensation and salary compression.*
- *Strategy 2.3.4. Develop robust faculty and staff mentorship and leadership development programs, especially for underrepresented groups.*
- *Strategy 2.3.5. Expand opportunities for interested faculty and staff to interact, collaborate and socialize with one another inside and outside work.*

**Objective 2.4 - Create and promote the use of welcoming and inclusive campus spaces aligned with the Facilities Master Plan.**

- *Strategy 2.4.1. Enhance access to and circulation among campus spaces.*
- *Strategy 2.4.2. Create additional housing options to meet the needs of contemporary students (e.g., apartment-style, family housing, graduate student housing, international student housing).*
- *Strategy 2.4.3. Explore opportunities to expand multi-use facilities.*
- *Strategy 2.4.4. Develop strategies to address pressing campus space needs such as the expansion of instructional space, including for the arts; office space for faculty and staff; wellness; and student housing.*



# **TOWSON UNIVERSITY**

Point of Contact: Dr. Leah Cox, Vice President of Inclusion & Institutional Equity, [lcox@towson.edu](mailto:lcox@towson.edu)

## **SECTION 1: 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 seeks to enrich the experiences of our students, faculty and staff while also fostering a sense of community, promoting inclusive excellence and equity, and cultivating the intellectual and personal growth of the entire university community.

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 year, President Schatzel charged the Vice President of Inclusion & Institutional Equity to develop TU's inaugural 5-year Diversity, Inclusion and Equity Strategic Plan.

This summary statement highlights TU's accomplishments for the 2019-2020 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 hired an Assistant Provost for Diversity & Inclusion who works 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 (NCFDD) 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 and cultural competency

**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 students 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. There continues to be significant diversification of the student body: the 2019 *Chronicle of Higher Education Almanac* listed TU among the top 15 four-year public institutions with the greatest percentage gains in the number of Black Students (2010 to 2017). From fall 2010 to fall 2018 TU experienced a 19% increase (from 21% to 40%) in racial/ethnic minority students – the largest at any Maryland public institution.

With the development of the Office of Inclusion and Institutional Equity and the support of 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.

**SECTION 2: GOAL ONE**

| <b>Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.</b>                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                  |                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                         |
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| <b>Campus-wide and program-specific recruitment and retention efforts</b>                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Metrics to measure how progress of each initiative / strategy is being evaluated</b>                                                                                                                          | <b>Data to demonstrate where progress has been achieved / indicators of success</b>                                                                                                                                | <b>Areas where continuous improvement is needed</b>                                                                                                                                                                                                                                     |
| <i>Office of Inclusion and Institutional Equity</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                  |                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                         |
| <p><b>Affinity Groups:</b><br/>                     OIIE supports six faculty/staff groups designed to foster community building, networking, mentoring, and other professional development opportunities for underrepresented populations:<br/> <i>Asian Faculty &amp; Staff Association; Black Faculty &amp; Staff Association; Jewish Faculty &amp; Staff Association; Latinx Faculty &amp; Staff Association; LGBTQ+ Faculty &amp; Staff Association; Women Faculty &amp; Staff Association</i></p> | <ul style="list-style-type: none"> <li>• Participation rates</li> <li>• Self-reported satisfaction with involvement in an affinity group</li> <li>• Evaluation of programs offered by affinity groups</li> </ul> | <ul style="list-style-type: none"> <li>• Each affinity group hosts 4-5 meetings per academic year.</li> <li>• Each affinity group hosts one or more main events for professional and/or personal growth</li> </ul> | <ul style="list-style-type: none"> <li>• Measurement of participation rates</li> <li>• More intentional assessment of affinity group involvement and satisfaction</li> <li>• Evaluating the impact on affinity group participation with retention, advancement, satisfaction</li> </ul> |
| <i>Division of Student Affairs</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                  |                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                         |
| <p><b>SAGE (Students Achieve Goals through Education)</b><br/>                     SAGE, a peer mentoring program housed in Student Success Programs, fosters academic achievement and a sense of belonging primarily for entering first year, underrepresented students.</p>                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Participation numbers</li> <li>• Demographic data on participants</li> <li>• Academic performance of SAGE students</li> <li>• Retention and completion rates</li> </ul> | <ul style="list-style-type: none"> <li>• 395 students (92%) earned cumulative GPA of 2.0 or higher, 2018-2019</li> <li>• 237 students (55%) earned cumulative GPA of 3.0 or higher, 2018-2019</li> </ul>           | <ul style="list-style-type: none"> <li>▪ Male student participation is a challenge.</li> <li>▪ SAGE Program staff notices a reduction in mentee participation during the spring semester.</li> </ul>                                                                                    |

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| <p>A subset of SAGE students can apply to live together in a Residence Life Learning Community, known as <b>SAGE Community</b>. SAGE Community residents complete a 5-day pre-orientation program and receive specialized support throughout the year.</p>                              |                                                                                                                                    | <ul style="list-style-type: none"> <li>• 99 students (23%) earned Dean’s List honors, spring 2019</li> <li>• 35 students (8%) earned cumulative GPA of 2.0 or lower, spring 2019</li> </ul> <p><b>SAGE students:</b></p> <ul style="list-style-type: none"> <li>• African-American, 64%</li> <li>• Caucasian, 13%</li> <li>• Asian American, 5%</li> <li>• Latinx, 10%</li> <li>• Native American, 6.5%</li> </ul> <p><b>SAGE Community:</b></p> <ul style="list-style-type: none"> <li>• 52 students (93%) earned cumulative GPA of 2.0 or higher, 2018-2019</li> <li>• 28 students (50%) earned cumulative GPA of 3.0 or higher, 2018-2019</li> <li>• 14 students (25%) earned Dean’s List honors, spring 2020</li> </ul> | <p><b>SAGE Community</b></p> <ul style="list-style-type: none"> <li>▪ SAGE community participants experience personal conflicts with roommates and/or other community members.</li> <li>• 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.</li> </ul> |
| <p><b>CROP (College Readiness Outreach Program)</b><br/>CROP is an initiative from Student Success Programs and focuses upon increasing school attendance, academic achievement, and eventual college enrollment or an alternate career choice among ninth grade students attending</p> | <ul style="list-style-type: none"> <li>• Student participation, retention levels</li> <li>• School participation levels</li> </ul> | <ul style="list-style-type: none"> <li>• CROP mentor participation has increased 112% this year</li> <li>• Carver High School cohort showed a 17% increase in cumulative GPA</li> <li>• Increase of CROP high school students admitted to TU, from 1 (2018-2018) to 8 (2018-2019)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Continue to increase number of students</li> <li>• Resource limitations inhibit growth of CROP to additional Baltimore City schools.</li> </ul>                                                                                                                                                                                                                                       |

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| <p>designated Baltimore City Public High School through outreach and mentoring activities provided by Towson University students and staff.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                        |
| <p><i>Division of Academic Affairs</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>Faculty Search Process</b> now includes: Faculty Search Committee Training Materials, national faculty diversity trends, debiasing materials, and revised interview resources.</p> <p><b>Diversity &amp; Inclusion Faculty Fellows Program</b> 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 strategies to enhance institutional practices.</p> <p>The Provost’s annual <b>January Conference</b>. This year’s theme, “Beyond the Grade: Supporting Well-Being in the Classroom”.</p> <p><b>Hill-Lopes Scholars Program</b> in the Fisher College of Science &amp; Mathematics provides dedicated, transformational support for STEM majors at Towson</p> | <ul style="list-style-type: none"> <li>• Faculty members who complete the training, tracked by search committee, department and college</li> <li>• Number of Fellows selected</li> </ul> <p>Conference attendance</p> <ul style="list-style-type: none"> <li>• Participation and attendance at program events</li> <li>• Individual and group interviews with scholars and program leaders</li> </ul> | <p>13 Faculty Fellows were awarded in 2020.</p> <p>249 registrants and 232 attendees, 2020</p> <p>10 Scholars per year who join the program during sophomore year.</p> | <p>Continued implementation and offering of the Faculty Search Committee Training Catalogue, given the recent onboarding of the new Assistant Provost for Diversity &amp; Inclusion</p> <p>For FY21, Fellows will be provided the option of either the \$1,500 stipend or a course reassignment to complete DIFF research projects or initiatives.</p> |

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| <p>University to improve the advancement and retention of women in STEM fields. Scholars participate in cohort-based community, professional development, mentorship, and career exploration.</p> | <ul style="list-style-type: none"> <li>• Evidence from observations of how scholars meet the program pillars: community, career exploration and professional development.</li> </ul> |  |  |
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**SECTION 3: GOAL 2**

| <b>Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Efforts designed to create positive interactions and cultural awareness</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Metrics to measure how progress of each initiative / strategy is being evaluated</b>                                                                                                                                                                                                               | <b>Data to demonstrate where progress has been achieved / indicators of success</b>                                                                                                                                                                                                                                                                                       | <b>Areas where continuous improvement is needed</b>                                                                                                                                                                                                                                                                                                       |
| <i>Office of Inclusion and Institutional Equity (OIIE)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>Diversity, Inclusion and Equity Online Knowledge Base:</b> OIIE has partnered with Cook Library and the Office of the Provost to develop an online clearinghouse of vetted diversity, inclusion and equity resources. Piloting begins in fall 2020.</p> <p><b>Allyship &amp; Advocacy Training Series:</b><br/>The former LGBTQ+ ally training is being expanded to offer specific content across underserved populations (LGBTQ+, disabilities, international, undocumented) grounded by a foundational overview session. Offered publicly and by request for students, staff, faculty and administrators.</p> <p><b>Discrimination and Implicit Bias Training.</b><br/>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"> <li>• Usage rates or “clicks”</li> <li>• User evaluation and feedback</li> <br/> <li>• Training attendance rates</li> <li>• Attendee feedback from conference evaluation surveys</li> <br/> <li>• Evaluations</li> <li>• Feedback</li> <li>• Attendance</li> </ul> | <p>Multiple departments have requested continued training to improve teaching, advising and curricular changes.</p> <p>300 people received ally training in the past 9 months. LGBTQ+ Allyship training is offered monthly to the campus.</p> <p>All members of the President’s Cabinet have completed training. Multiple units across campus have received training.</p> | <p>Pilot the release of the Knowledge Base with selected departments before launching campus-wide</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><b>CEEP (Community Enrichment &amp; Enhancement Partnership) award</b>, 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 resources, academic success strategies, diverse cultural presentations, participation in student organizations, interaction with faculty and staff, and exploring graduate and career development options.</p> | <ul style="list-style-type: none"> <li>• Participation numbers</li> <li>• Demographic data on participants</li> <li>• Academic performance of CEEP scholars</li> <li>• Retention and completion rates</li> </ul>                                                          | <ul style="list-style-type: none"> <li>• 113 CEEP Recipients</li> <li>• 101 students (89%) earned cumulative GPA of 2.5 or higher, fall 2019</li> <li>• 31 students (27%) earned Dean’s List honors, fall 2019</li> <li>• 12 students (11%) graduated, spring 2019</li> </ul> <p>CEEP scholars:</p> <ul style="list-style-type: none"> <li>• African-American, 68%</li> <li>• Caucasian, 2%</li> <li>• Asian American, 5%</li> <li>• Latinx, 20%</li> <li>• Native American, 5%</li> <li>• Multiracial, 0%</li> </ul> | <ul style="list-style-type: none"> <li>• The goal is to increase male recipient participation to 40%.</li> <li>• Additional funding would provide financial support for CEEP eligible students not receiving CEEP aid.</li> </ul> |
| <i>Division of Academic Affairs</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                   |
| <p>The Office of the Provost reorganized the <b>Dialogue @ TU Program</b>, which promotes dialogue skill sets across campus.</p> <p>The <b>Creating an Inclusive Classroom 1.0</b> is a faculty development menu of certifications that provides faculty with classroom strategies for working with various social identities based on race, first generation college students, LGBT populations, military, and others.</p>                                                                                                                               | <ul style="list-style-type: none"> <li>• Tracking of all participants.</li> <li>• Participation numbers for the 14 modules which have been developed. The certifications may be taken in any order. Also, the certifications do not need to be taken in total.</li> </ul> | <ul style="list-style-type: none"> <li>• 44 Individuals participated in training 2019-2020.</li> <li>• 33 Individuals were certified as dialogue facilitators.</li> </ul> <p>All seven College Deans and Diversity &amp; Inclusion committees have reviewed the curriculum. Curriculum Development and Beta Testing will begin in early fall 2020.</p>                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Rebranding dialogue skill sets to serve both academic, leadership, and administrative settings.</li> <li>• Increased staffing to maintain consistency.</li> </ul>                        |

#### **SECTION 4: Diversification of Faculty and Staff**

Towson University has employed a number of specific steps to ensure the recruitment, hiring, retention, and advancement of faculty in Academic Affairs. During the last academic year, the Office of the Provost and the Office of Inclusion & Institutional Equity have partnered to provide the Faculty Search & Hire Toolkit, that introduces hiring committees to inclusive and equitable recruitment, interview, and onboarding processes. To address the diversification of staff, the Vice President of Inclusion & Institutional Equity now signs off on all searches for staff positions at the Director level or higher.

The most highly requested, foundational workshop, “Successful Faculty Searches” details how inclusive faculty benefit both faculty and student success, the national and local challenges of recruitment of diverse faculty, unconscious bias as a social condition, eliminating micro-aggressions, and conducting a successful search based on national best practices (Roehling & Granberry Russell, 2012). Within the last academic year, 21 academic departments and 225 faculty have completed the training.

Within this training, the Academic Affairs Outreach Plan is a form that was expanded. This form directs search committees to an exhaustive list of Minority-Serving Institutions through Rutgers University Center for Minority-Serving Institutions, a section requesting a list of personal contacts and invitations, and the Higher Education Recruitment Forum.

Additionally, TU provided workshops include, “Writing a Job Description”, “Debiasing the Hiring Process”, and the “Search Chair Refresher Course” can be requested online.

#### **SECTION 5: Reporting of Hate-Based Crimes**

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:

- 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 secondhand 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.

The university has increased resources for addressing hate crimes and bias incidents: this year the Office of Inclusion & Institutional Equity partnered with the Division of Student Affairs to convene the Tiger Advocacy Advisory Committee (TAAT), focused on education and support for students regarding activism both on and off campus. Additionally, a new position of Coordinator for Hate Crimes and Bias Incidents was created, and the inaugural person started in July 2020.

## **APPENDIX: Institutional Plan for Cultural Diversity**

Attached is the final draft of Towson University's inaugural 5-year diversity, equity, and inclusion strategic plan: *More Inclusive TU: Advancing Equity and Diversity (2020 – 2025)*. The plan is currently being formatted and prepared for public release to the campus in fall 2020.

DRAFT

**More Inclusive TU: Advancing Equity and Diversity  
2020 - 2025**

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## Introduction:

Towson University is one of the most diverse higher education institutions in the nation. Whether referring to the student body, academic programs or campus community, TU is staunchly committed to building a campus community and embracing a wide spectrum of human and academic experiences. With that in mind, Towson University is intentionally engaged in proactively transforming the culture and climate of the university to reflect the changing society in which we study, live, and work.

This strategic plan is grounded firmly in the belief that **TU's ongoing success is dependent upon our capacity to shift perspectives and approaches and strategically place diversity, inclusion, and equity at the core of our mission**, through academic programs and environment, leadership and mentoring, community engagement, day-to-day decision making, interpersonal relationships, collaborations, and organizational culture. This document, *More Inclusive TU: Advancing Equity and Diversity*, seeks to advance Towson University as a nationally recognized leader in diversity, inclusivity, and equity within the higher education sector. The success of this plan requires every member of our community to actively contribute in its implementation.

Towson University has historically measured its diversity using key demographic data such as race, gender, ethnicity, sexual orientation, gender identity, gender expression, religion, national origin, ability, political affiliation, military or veteran status, and socioeconomic background. We also recognize that differences in beliefs, values, and ideologies are a part of the greater concept of diversity. Focusing solely on diversity doesn't acknowledge the importance of an equitable, inclusive, and supportive environment where historically marginalized, underrepresented, and underserved members of our community can succeed. It is imperative we make an intentional commitment to explore and support new strategies that will enable every member of the TU community to thrive and reach their fullest potential.

The Diversity Strategic Plan Task Force ("task force") was convened in December 2018 and charged with articulating recommendations to President Kim Schatzel for a bold vision and implementation plan for diversity, inclusion, and equity at TU over the next five years. The eight Presidential Priorities<sup>1</sup>, the university's Diversity Initiatives Progress Report<sup>2</sup>, and this document, build a comprehensive strategy for inclusive excellence at TU and are a collective outgrowth of the president's core values, strategic diversity actions, and deep commitment to inclusion and equity. The Towson University of today is not the Towson State College of years ago. TU is poised and equipped to take on this opportunity to implement a bold strategic plan to create a more diverse, inclusive, and equitable institution where all feel welcome, valued, and supported to succeed.

This document provides a vision for the institution that clearly and deliberately maps a progressive plan that advances **inclusive excellence** while implementing and maintaining a

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<sup>1</sup> <https://www.towson.edu/about/administration/president/priorities/>

<sup>2</sup> <https://www.towson.edu/inclusionequity/diversity/diversity-progress.html>

focus on equity. We clarify below our working definitions of inclusive excellence and TU’s **equity toolkit** along with our other key terms: **diversity**, **inclusion**, and **equity**.

As this plan lays out goals for the next five years for Towson University, we can’t assume nor expect all members of our community to understand our institution’s history or make sense of it in the same way. In fact, we recognize reconciliation is an ongoing process and must acknowledge a diversity of perspectives on, and lived experiences with, any singular moment in time. In developing this strategic plan, Towson University leadership looks to strengthen its commitment to diversity, inclusion, and equity across our institution while also acknowledging that this work has its roots in a past rich with complex stories of success, pain, accomplishment, struggle and, ultimately, hope that TU continues to move forward with a reconciled and more inclusive history.

This report presents information on the current state of Towson University in terms of diversity, inclusion, and equity and puts forth recommendations based on quantitative and qualitative data from constituents across the institution. The development of the plan was informed by an inclusive strategic planning process.<sup>3</sup> Over a 15-month period the task force engaged hundreds of faculty, staff, students, alumni and community partners. We convened working groups, held campus forums, provided presentations and asked participants to share, both in person and online, their ideas and dreams for TU’s mission and strategic priorities related to diversity, inclusion, and equity.

Table 1: Key Events Timeline

| 2018                |                                                                                                          |
|---------------------|----------------------------------------------------------------------------------------------------------|
| September           | Invitations from university president to serve on More Inclusive TU: Diversity Strategic Plan Task Force |
|                     | Charge letter and goals provided                                                                         |
| October             | Planning and readiness launch of task force                                                              |
| December            | First monthly meetings of the task force                                                                 |
| 2019                |                                                                                                          |
| March – September   | Data collection across the community                                                                     |
| September – October | Data analysis and coding                                                                                 |
| December            | Task force working meeting                                                                               |
| 2020                |                                                                                                          |
| January             | Task force meeting – First Draft compiled                                                                |
| February            | Draft presented to the task force, vetted, and revised                                                   |
| March               | Draft presented to the university president and provost                                                  |
| April               | Final revisions                                                                                          |
| Ongoing             | Track and assess progress                                                                                |

A number of other system and campus initiatives and reports complemented the task force’s work, including TU’s Overall Strategic Planning process; the Middle States Commission on Higher Education Self Study process at TU; and innovative initiatives

<sup>3</sup> Williams, D. A. (2013). *Strategic Diversity Leadership*. Sterling, VA: Stylus.

such as the one created with a \$1 million grant from the Howard Hughes Medical Institute spearheaded by Jess & Mildred Fisher College of Science and Mathematics faculty Dr. Laura Gough and Dr. Matthew Hemm. We referred to the work of other institutions of higher education<sup>4</sup>, leading organizations in inclusion and equity metrics, leading scholars in the field of diversity in higher education and reports produced by such entities as American Council on Education, Harvard Business Review and the Race and Equity Center at The University of Southern California.

The publication of this plan marks the end to an envisioning process and begins the incremental implementation of this important work that will assure lasting change. Only by engaging at college, department, and unit levels can strategies be prioritized, translated, or adapted into relevant and consequential activities. The implementation of this plan is dynamic and will continually evolve; data will be reviewed each year to support decision making and organizational change. The plan provides actionable timelines, responsible parties, and metrics to help assess our advancement of diversity, inclusion, and equity in both short term and long term.

## Key Terms

This plan relies on a common understanding that diversity, inclusion, and equity are related terms, but they are not interchangeable. One of the foundations for the success of this plan is for the TU community to consistently and accurately use and distinguish between them.

### Diversity

**Diversity** is variety or difference within a collective. It is not an individual characteristic: A person is not diverse, but a group, team, office, community or other collective can be diverse. While discussions around diversity often focus on race, it is crucial to consistently take a fuller and more complex view of the wide range of variety in our campus community, including but not limited to:

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<sup>4</sup> We reviewed and benefitted from comparable plans from the University of California, Davis; University of North Carolina and Virginia Commonwealth University among others.

- Ability status
- Age
- Ancestry
- Body size
- Citizenship status
- Economic status
- Educational status
- Employment status
- Ethnicity
- Food security
- Gender identity
- Gender expression
- Housing security
- Incarceration experience
- Language
- Marital/partnership status
- Military/veteran status
- National origin
- Neurodiversity
- Political affiliation
- Pregnancy/reproductive status
- Race/racial identity
- Religious affiliation/spiritual practice
- Sex assigned at birth
- Sexual orientation

## Inclusion

“Diversity is being invited to the party. Inclusion is being asked to dance.”

Verna Myers<sup>5</sup>

**Inclusion** refers to active participation and contribution by all members of a community and is NOT an automatic result of diversity. A department, organization, college, team, division, or other unit may be diverse while still not necessarily fostering inclusion, as depicted in figure 1 below:

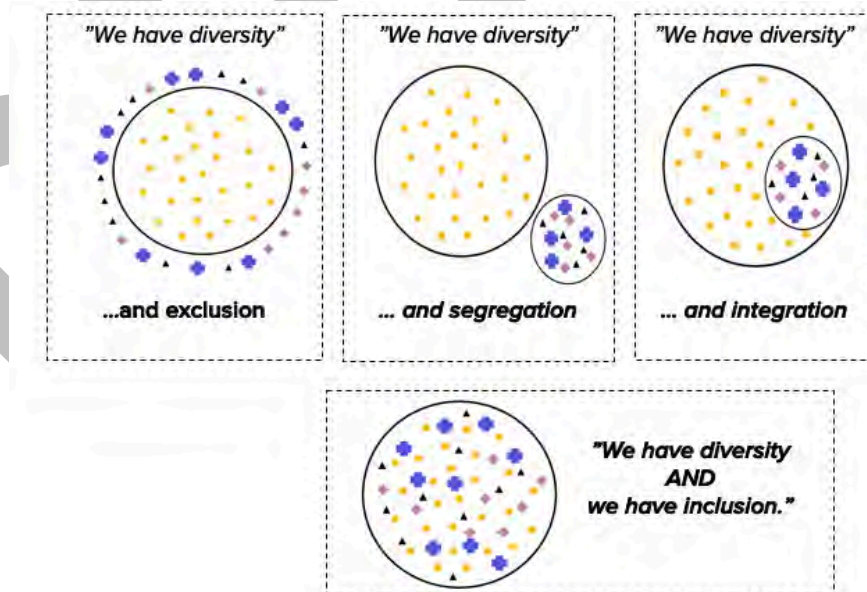


Figure 1: The presence of diversity does not guarantee the presence of inclusion.

<sup>5</sup> <https://learning.vernamyers.com>

## Equity

**Equity** refers to fairness in access, treatment, and opportunity. Equity is NOT the same as equality. Equality implies sameness, two or more members of a community being identical or having identical identities, cultures, and experiences. Equity requires we regularly examine what supports and resources our diverse communities and populations need in order to achieve our stated goals and outcomes (see figure 2). Putting equity into practice requires an internal focus on our institution and its policies, practices, and programs (opportunity gap), in place of an external focus solely on the communities (achievement gap).

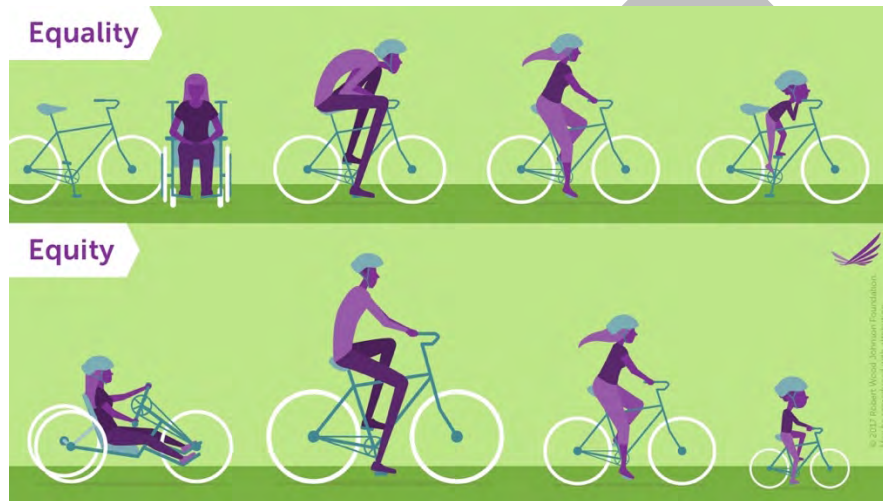


Figure 2: Distinguishing between equality and equity (courtesy of the Robert Wood Johnson Foundation)<sup>6</sup>

It is crucial to distinguish between and accurately use our key terms of diversity, inclusion, and equity. Remembering these terms and ideas are different means we need to regularly assess whether all of them have been achieved (see figure 3) at every level (e.g., team, organization, department, unit, college, division). The presence of all three simultaneously fosters a TU culture grounded in belonging and fairness.

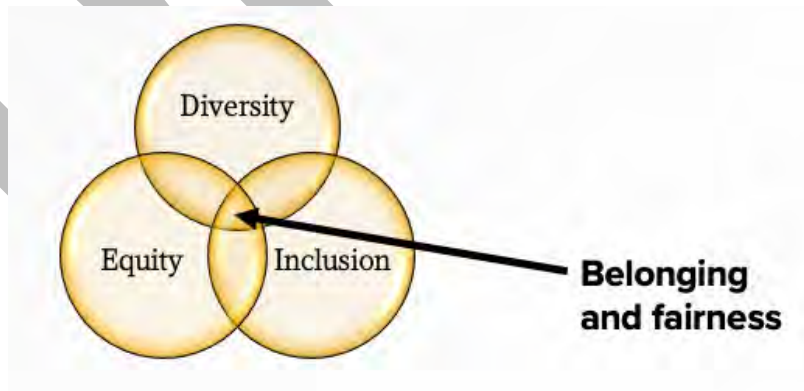


Figure 3: Striving for diversity, inclusion AND equity

<sup>6</sup> <https://www.rwjf.org/en/library/infographics/visualizing-health-equity.html>

## Inclusive Excellence

In defining and prioritizing **inclusive excellence** as a central concept in this plan, we start with the Association of American Colleges and Universities (AACU) change model for inclusive excellence,<sup>7</sup> which provides a foundational definition flexible enough for campuses to adapt using four primary elements:

- Focus on student intellectual and social development
- Purposeful development and utilization of resources to enhance student learning
- Attention to cultural difference
- Welcoming community

Their newly released vision statement of excellence in undergraduate education is grounded specifically in equity and inclusion and stresses two priorities: 1) the *what and why* of undergraduate learning, and 2) the importance of helping *all* students achieve those.

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*“Inclusive excellence takes direct aim at educational disparities and patterns of systemic disadvantage—especially those resulting from historical and contemporary effects of racism.”*

Association of American Colleges & Universities<sup>8</sup>

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Our commitment to inclusive excellence does not focus solely on outcomes but also the process, which must be highly collaborative and equipped to engage thoughtfully and respectfully in challenging conversations.

## Equity Toolkit

An **equity toolkit** is Towson University’s framework for calling attention to patterns of inequity linked to one or more social identity markers. Think of social identity markers as the conscious and unconscious ways we view each other with perceived or actual status based on the wide range of diversity (listed above). This toolkit should be applied in many ways at the institution:

- Communities and cultures (groups, networks, traditions)
- Climate (classroom, academic department, division/department/unit)
- Mission (teaching, research and scholarship, outreach)
- Policies, practices, procedures
- Collaborations with internal and external constituencies

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<sup>7</sup> Williams, D. A., Berger, J. B., & McClendon, S. A. (2005). *Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions*. Washington, DC: Association of American Colleges and Universities.

<sup>8</sup> Association of American Colleges and Universities. (2020). *What Liberal Education Looks Like: What it is, Who It’s For, & Where It Happens*. Washington, DC.

TU's equity toolkit is a foundational resource for implementing this plan. It recognizes that everyone does not have access to the same opportunities, and it is important to identify and address inequities by removing systemic barriers and accommodating differences. The ultimate goal of the toolkit is to support an intentional, university-wide process where each division, college, department, or unit can embark upon an ongoing process that identifies new opportunities to support TU's ongoing transformation to a campus community where people from diverse backgrounds can participate fully, thrive, and contribute at TU.

The implementation process typically begins from a university-wide foundation of guiding/reflection questions followed by additional prompts specific to any office, department, division, or other area of work within the university. In early stages, consider the following as a guide:

- What is the current norm, practice, or tradition?
- Whose interests are being served? Whose interests are being underserved?
- Which individuals or groups are currently equipped and empowered to make decisions?
- What assumptions need to be critically reexamined?
- What mechanisms do we use, or can we implement in order to regularly assess equity and inclusion in our work?
- What is the most appropriate next step?
- What are the risks if we do nothing? What will the impact be if an equity toolkit is not implemented in this case?

The challenge of identifying, educating, motivating, and measuring progress in each of these elements has guided our strategies, timelines, and action plan. We lay out in a separate section below the specific guidelines that ground this plan in inclusive excellence and equity.

## Diversity Strategic Plan Objective

Our task force goes further to frame inclusive excellence at TU as an **ongoing commitment to build our capacity to embed diversity, inclusion and equity in everything we do; to regularly assess; and to adapt.** This strategic plan calls for a commitment to inclusive excellence and equity. Centering equity as a key component of this work will set TU apart, and our ongoing success is dependent upon this.

## Where We Are Now

In the past 50 years Towson University has experienced demographic shifts in both size and diversity (see figure 4). This growth has led to the creation of new programs, majors, positions, and development of policies and plans that have helped lead TU to achieve important milestones in diversity, inclusion that set us apart at the state and national levels.

## Demographics

In the most recent Chronicle of Higher Education Almanac (2019), Towson University was among the **top 15 four-year public institutions in the nation** in "Colleges with the Greatest

Percentage Gains and Losses in the Number of Black Students, 2010 to 2017<sup>9</sup>.” Further, over the period from 2010-2018, the proportion of racial/ethnic minority students increased 19%<sup>10</sup>, **the largest increase at any Maryland public institution and the largest among any Maryland institution with 500 or more students.**<sup>11</sup>

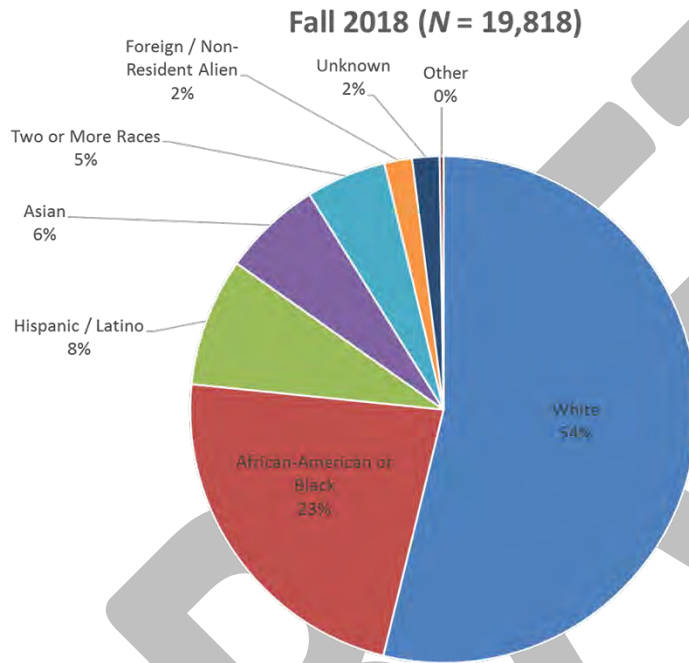


Figure 4: In fall 2018 institutional research reported 19,818 students at TU. Over 42% of the undergraduate students reported as students of color.

<sup>9</sup> Towson University saw a 64.7% increase in Black enrollment from 2010-2017

<sup>10</sup> The proportion of racial/ethnic minority students in overall headcount enrollment increased from 21% in fall 2010 to 40% in fall 2018.

<sup>11</sup> U.S. Department of Education, *National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2010 and 2018 Fall Enrollments*, Retrieved on March 4, 2020.



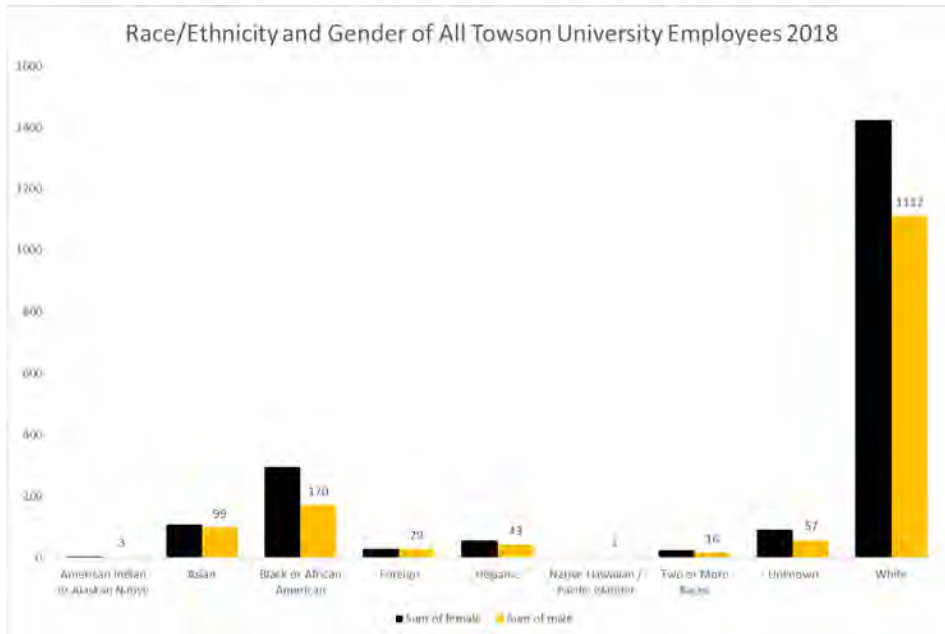


Figure 5 - Race/Ethnicity and Gender of All Towson University Employees 2018

## Graduation Rates

Whereas many public universities continue to struggle to address demonstrable gaps in student learning between racial and ethnic groups, Towson University has much of which to be proud. Achievement gap alludes to outputs, including the unequal or inequitable distribution of educational results. Learning gaps can be the result of achievement gaps; it is the disparity between actual learning and expected learning for students<sup>12</sup>. **Unlike many institutions across the country, TU does not have a demonstrative racial achievement or learning gap even in the face of the increasing enrollment of racial minorities.** Of particular note: whereas the national 6-year graduation rate is 43%, it is 73% for all TU students; for African American TU students, it is 77%.<sup>13</sup>

<sup>12</sup> Coleman, J. S., Campbell, E. Q., Hobson, C. J., McParland, J., Mood, A. M., Weinfeld, F. D., et al. (1966). Equality of educational opportunity. Washington, DC: U.S. Government Printing Office.

<sup>13</sup> IPEDS 2012 Cohort

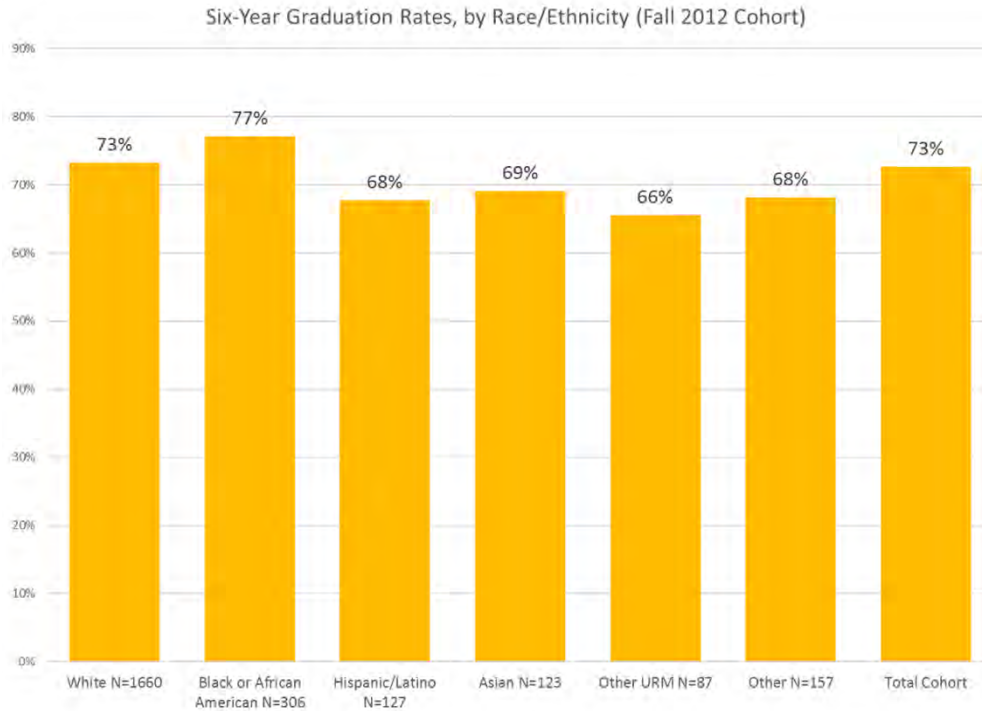


Figure 6 - Six-Year Graduation Rates of First-Time Students by Race/Ethnicity, Fall 2012 Cohort  
 The most recent graduation rate (fall 2012 cohort) is 73%. This rate has been increasing steadily from around 59% in 1998 to at or above 70% for the four most recent years. For the past two years, there has not been an achievement gap for African American students. Hispanic and Asian students have also been very close to the overall rate. However, there are some differences when we look at gender and four-year rates.

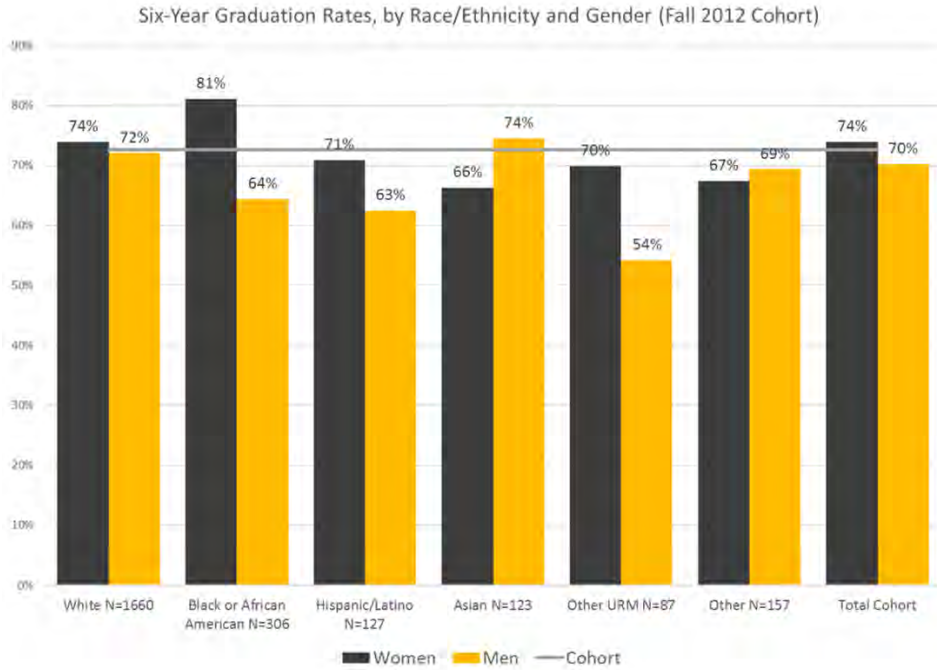


Figure 7 - Six-Year Graduation Rates of First-Time Students by Race/Ethnicity and Gender, Fall 2012 Cohort

In the majority of cases, men did not achieve the same level of success as women from the same racial/ethnic group. Also, Asian men were the only male group to meet or exceed the overall graduation rate. Another area of concern is the gap at four years.

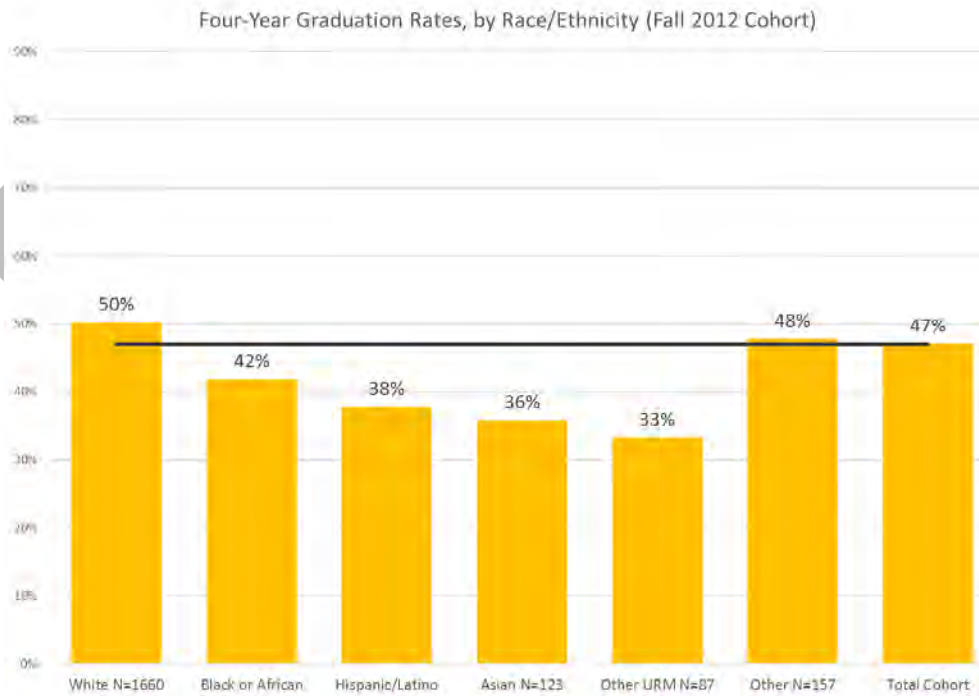


Figure 8 - Four-Year Graduation Rates of First-Time Students by Race/Ethnicity, Fall 2012 Cohort

While most racial/ethnic groups of students caught up, or came close, to the overall graduation rate of six years, there were noticeably larger gaps when looking at the four-year rates. Again, this is the same group of students, the fall 2012 cohort, measured in summer 2016.

Our commitment to equitable access to, and support for, a TU education continues to extend beyond race and ethnicity and prioritizes all historically underserved student populations—grounded in the more expansive way we define diversity above. In fact, through the implementation of our equity toolkit, the conversations shift away from a sole focus on individual student performance (“achievement” and “learning” gaps) and to a more complex examination of systemic, structural, and institutional barriers and the ways in which TU can further transform our policies, procedures and practices (“opportunity” gaps) that prioritize inclusive excellence and equity.

### Strategic Diversity and Inclusion Leadership

In 2017 President Kim Schatzel created the Office of Inclusion & Institutional Equity (OIIE) and the position of vice president of inclusion and institutional equity. This key role established a vision of creating a more inclusive TU, positioning OIIE as a hub that intentionally works collaboratively across all divisions and rejecting conventional notions of working exclusively in silos.

### Milestones

In the past 50 years TU has supported programs and offices that have served to integrate the campus and support underrepresented students in their academic pursuits. The Center for Student Diversity (formally known as the Office of Minority Affairs, Office of Multicultural Student Life and Office of Diversity Resources) was established in 1969 to facilitate the access and integration of Black students into the university and advocate on their behalf. Soon after, the Black Student Union also was founded. The center now provides support, mentoring, guidance and programming for diverse students across the campus.

### Diversity and Inclusion Faculty Fellows

Academic Affairs has instituted initiatives to support faculty in further developing inclusive classrooms and diverse research agendas. For example, in 2014 TU’s Diversity and Inclusion Faculty Fellows program was established to support for TU faculty who are already engaged in, or interested in, the development or redesign of courses for major or core curriculum, curricular practices to support inclusive classroom environments, research and teaching projects, pedagogy and research toolkits, scholar–practitioner collaborations and/or building collaborations to enhance diversity and inclusion.

## Strategic Plan Methods

### The Charge

In late September 2018, President Kim Schatzel provided a charge and goals for the task force. This initiated an institution-wide planning process that sought input from the entire campus community, including students, faculty, staff, administrators, and alumni. The yearlong process employed a social justice framework and solicited feedback from

across the campus, as well as intentionally seeking voices who are often overshadowed—ultimately striving for the representation of all entities who are integral to the work of providing a world-class education through a holistic experience.

The task force was charged by President Schatzel with four primary questions:

- *How do we further promote the president's Model for Campus Diversity?*
- *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 diverse faculty, senior administrators and students?*
- *How do we further cultivate a culturally responsive campus where all community members feel a sense of belonging?*

Priority areas included: **education and scholarship, recruitment, retention, and campus climate.**

### Data Collection

From March through September 2019, all stakeholders in the TU community were invited via the following methods to participate in the data collection process:

- The task force website
- TU news article
- The task force video
- The task force web page online feedback form
- The task force email account, [inclusion@towson.edu](mailto:inclusion@towson.edu)

In an effort to include many voices across the Towson University community, the task force scheduled data collection opportunities based on the aforementioned priority areas, TU affiliation and intentional focus groups, which were identified in response to the earlier data collection to ensure representation of all communities and populations. A total of 278 people participated in the focus groups.

TU stakeholders were able to participate in:

- Focus groups moderated by a team of two facilitators
- One-on-one interviews with a designee from OIIE
- Anonymous online submissions via the OIIE website

### Data Analysis and Coding

From September through October 2019, a nine-member task force coding subcommittee of students, faculty, staff, and administrators reviewed the raw data, identified patterns of concerns and determined common language.

The coding process included:

- Reflecting and acknowledging one's own personal biases
- Accessing the raw data as organized by the four priority areas

- Drafting a list of major themes and patterns of belief
- Noting unexpected themes, words, and responses

## Outcomes

As a result of this process, three major themes emerged as a launching point for decisions concerning proposed goals, initiatives, and actions.

- **Work climate**
- **Exclusion/inclusion**
- **Initiatives and programs**

An overarching theme of **mentoring** cut across all other areas.

## Implementation Guidelines for Inclusive Excellence and Equity

The task force reviewed sample diversity plans from other institutions, national best practices for strategic diversity leadership in higher education, and the most recent institutional data in order to identify current and cutting-edge approaches, knowing that our history propels Towson University to invoke a radical culture shift with bold and measurable actions that are both aspirational and actionable.

The American Council on Education's (ACE) 2018 report, *Speaking Truth and Acting with Integrity: Confronting Challenges of Campus Racial Climate*, offers a useful framework for campus capacity building and resiliency, specifically in response to racial tensions on campuses.

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*“Institutions demonstrating high levels of capacity for [diversity and inclusion] work to include racial incidents and campus racial climate have moved beyond the rhetoric of diversity to investing significant resources and time in developing a strategic plan for diversity and inclusion.”*

American Council on Education (ACE)

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The ACE report finds “high diversity and inclusion capacity<sup>14</sup>” schools pursue the following priorities:

- Strong diversity plans, mission statements, and guiding values for diversity and inclusion work
- Leaders exhibiting knowledge of diversity and inclusion practices and research

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<sup>14</sup> The ACE Report identifies three categories of institutions: low, moderate, and high diversity and inclusion capacity.

- Leaders working to build trust and respect across stakeholder groups
- Investment in continual learning, education, and training at all levels
- Regular assessment of campus progress with feedback loops
- Active disruption of oppressive practices and systems
- Opportunities and support provided to marginalized communities
- Value placed on individuals/units that provide diversity and inclusion leadership on campus

This strategic plan considers how these priorities can be implemented beyond just race, and culminates in a series of overarching, evidenced-based goals with corresponding action items and specific and measurable steps laid out to help transform TU, as well as the unit(s) responsible for implementation.

By centering equity along with inclusion and diversity at the core of TU's mission, this plan goes even further by relying on newer research (Chun & Feagin, 2020) that rethinks higher education diversity frameworks and offers specific leadership strategies for implementation, such as:

- Conducting an institutional diversity audit
- Establishing top-level strategies and expected outcomes based on equity, diversity and inclusion principles
- Calling out the difficult issues
- Proactively addressing underrepresentation of nondominant faculty
- Monitoring institutional processes for equitable outcomes
- Investing in systematic and sustained diversity education
- Creating an institutional safety net of resources and support
- Assessing the impact of admissions criteria and financial aid on underrepresented students
- Critically evaluating faculty workload models
- Conducting research on demographic changes and inclusion.<sup>15</sup>

These guidelines taken together serve as the foundation for the specific action items included in this plan.

## Working with Both Urgency and Patience

In the development of this plan, we realize the entire university must work with urgency yet exercise patience with outcomes. Given this balanced perspective, TU will continue to measure short-term action items while anticipating long-term results. Towson University leadership will draw on simple, clear metrics to determine progress on goals and action items.

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<sup>15</sup> Chun, E. B., & Feagin, J. R. (2020). *Rethinking Diversity Frameworks in Higher Education*. New York: Routledge.

The following approach to measuring progress from the University of California, Davis (2017)<sup>16</sup> was used to determine measurement, timelines, and responsible units:

- Create multidimensional benchmarks to track real progress, facilitate data-driven decision-making, and support the Presidential Priorities
- Disaggregate demographic data to better identify populations that need attention
- Show trends over time
- Support benchmarking against peers where valid and useful
- Reflect, as much as possible, the current ways we understand ourselves individually, our university, and our world
- Tell the story of diversity, inclusion, and equity at Towson University by dispelling myths, highlighting data, and advancing critical strategies
- Provide enough flexibility for bold, innovative ideas for which no current benchmark exists

Specific oversight responsibilities will be assigned throughout the university, especially within divisions, colleges, and departments to encourage campus support for this progress and evolution of the TU culture. Recognizing that inclusive excellence has been typically measured by scorecard tools<sup>17</sup> (Williams, 2005), this plan relies on applying our definition of inclusive excellence along with our equity toolkit. A robust and adept Equity and Inclusion Measurement and Assessment Working Group will prompt and support campus-wide measurement, reporting, and monitoring.

### Strategic Measurement and Assessment Questions

The task force developed assessment questions that spanned the institution. For students, we have considered categories of ethnicity, race, gender identity, gender expression, sexual orientation, (dis)ability status, military/veteran status, age, income, educational attainment of parents, food security, housing security and residency status. For our employees, we also consider educational level, rank, salary, duration of employment, citizenship and nation of earned degree(s). We also examined our current and aspirational peers for their strategic priorities and actions related to diversity, inclusion, and equity.

#### Students

- Are certain colleges/schools/majors more welcoming to diversity than others?
- What colleges/schools/majors are growing, and is that growth sufficient to make an impact on needed shifts in demographics?
- What relationships exist between our diversity and degree completion rates, including time to degree? Are underrepresented or disadvantaged undergraduate students falling out of the pipeline to graduation? If so, where?

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<sup>16</sup> University of California, Davis. (2017). [Diversity and Inclusion Strategic Vision](#). University of California, Davis Institutional Diversity.

<sup>17</sup> Williams, D. A., Berger, J., & McClendon, S. (2005). [Toward a model of inclusive excellence and change in higher education](#). Washington, DC: AAC&U.



- Are graduate and professional students falling out of the pipeline to degree completion? If so, where?
- Where are native born, underrepresented graduate students in their field coming from?
- How can we make the social and academic environments more conducive to emotionally and physically healthy, insightful, aware, and successful students?

### Workforce

- Are we experiencing diversity across all positions? Are certain positions and classifications more diverse than others?
- How are demographics changing in colleges and departments? Are the changes significant enough to make a sufficient impact on demographics of faculty and staff?
- Are colleges and departments retaining student employees, faculty, and staff, and is that sufficient to make an impact on demographics?
- What can retention rates, turnover rates, duration of hire, vacancy rate, and turnover quotients tell us about who is leaving and when?
- Where are opportunities for providing greater stability in the workforce, particularly among underrepresented or historically marginalized groups?
- Who is advancing and being promoted more quickly? Are there differences in who receives tenure, and in what positions?
- How equitably are financial resources distributed in terms of salary, benefits, and professional development support?

### Peer Benchmarking

- How does Towson University compare to institutions in the University System of Maryland and peer institutions across the country in terms of strategic diversity, inclusion, and equity goals and initiatives?

## Diversity Strategic Plan Action Items

Four overarching goals:

1. **Education and Scholarship:** Provide ongoing teaching, learning, research, and service opportunities to prepare and support students, alumni, current and retired staff and faculty to address diversity, inclusion and equity issues in disciplinary and interdisciplinary fields and all areas of work at Towson University.
2. **Recruitment, Retention, and Success:** Create or revise protocols, policies, procedures, and practices that create a pipeline for high-caliber students, faculty, and staff to join, stay, and succeed at Towson University. This pipeline includes strategic recruitment, innovative retention methods, and measured academic and professional success.
3. **Campus Climate:** Cultivate a welcoming, sustainable and inclusive community where all members from all backgrounds, identities, abilities, and life experiences are welcomed, valued, and supported.
4. **Evaluation and Assessment:** Implement systematic processes and protocols—grounded in inclusive excellence and equity—for regular data collection to report progress on education and scholarship, recruitment and retention, and campus climate.

| Action Item                                                                                                                                                                                                                                                                                                  | Timeline and Measurement                                                                                                                           | Responsible Units                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <b>1. EDUCATION AND SCHOLARSHIP</b><br>Provide ongoing teaching, learning, research, and service opportunities to prepare and support students, staff and faculty to address diversity, inclusion and equity issues in disciplinary and interdisciplinary fields and all areas of work at Towson University. |                                                                                                                                                    |                                                                         |
| <b>GOAL 1.1: Increase the ongoing university support for staff and faculty professional development that prioritizes diversity, inclusion and equity.</b>                                                                                                                                                    | Number and amount of internal and external funds awarded for professional development that prioritizes diversity and inclusion; reported annually. | All Units                                                               |
| 1.1.1: Mandatory interactive education and training for all faculty and staff on hate/bias, cultural intelligence, and unconscious bias.                                                                                                                                                                     | Number of faculty and staff trainings completed annually; participation assessed annually.                                                         | Inclusion & Institutional Equity<br>Human Resources<br>Academic Affairs |
| 1.1.2: Provide ongoing professional development opportunities, conferences and workshops to develop and improve skills and knowledge on best practices in inclusive excellence specific to each discipline, profession, or area of scholarship.                                                              | Number of faculty and staff participating in each type of activity assessed annually.                                                              | Academic Affairs<br>Human Resources<br>Inclusion & Institutional Equity |
| 1.1.3: Provide annual professional development training on unconscious bias for members of search, hiring, promotion/tenure, and award selection committees.                                                                                                                                                 | Number of faculty participating in each type of activity assessed annually.                                                                        | Academic Affairs<br>Human Resources<br>Inclusion & Institutional Equity |
| 1.1.4: Continue to develop the Target of Opportunity Program to identify and hire faculty of exceptional merit and promise from underrepresented groups.                                                                                                                                                     | Number and percentage by college of selected hires in underrepresented disciplines through the program.                                            | Academic Affairs<br>Inclusion & Institutional Equity                    |

| Action Item                                                                                                                                                                                                                                          | Timeline and Measurement                                                                                                                                     | Responsible Units                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>1. EDUCATION AND SCHOLARSHIP</b>                                                                                                                                                                                                                  |                                                                                                                                                              |                                                                                       |
| <b>GOAL 1.2: Increase diversity-rich learning experiences that raise all students' self-awareness and cultural intelligence and increase understanding of inclusion, diversity and equity while encouraging engagement in the greater community.</b> |                                                                                                                                                              |                                                                                       |
| 1.2.1: Identify and support development of curricular programs and course offerings on diversity, inclusion, and equity.                                                                                                                             | Institutional and departmental support for diversity and inclusion curricular and course development; college evaluation of baseline beginning 2020–2021 AY. | Academic Affairs<br>Inclusion & Institutional Equity                                  |
| 1.2.2: Increase the number of diverse participants through centralization of services related to mentorship and leadership                                                                                                                           | Number and percentage of students engaged in services and mentorship relationships; survey annually.                                                         | Academic Affairs<br>Student Affairs<br>Inclusion & Institutional Equity               |
| 1.2.3: Increase student participation in faculty scholarship related to diversity, inclusion and equity.                                                                                                                                             | Numbers and percentages of students' college evaluation of baseline beginning 2020–2021 AY.                                                                  | Academic Affairs<br>Inclusion & Institutional Equity<br>Student Affairs               |
| 1.2.4: Mandatory interactive education and training for all students on hate/bias, cultural intelligence and unconscious bias.                                                                                                                       | Numbers and percentages of completions taken annually.                                                                                                       | Inclusion & Institutional Equity<br>Student Affairs<br>Student Government Association |

| Action Item                                                                                                                                                                                                                                                                                         | Timeline and Measurement                                                                                                                                                                                             | Responsible Units                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| <b>1. EDUCATION AND SCHOLARSHIP</b>                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                      |                                                                                            |
| <b>GOAL 1.3: Develop resources for faculty to learn, use, and evaluate inclusive teaching practices and scholarly research.</b>                                                                                                                                                                     |                                                                                                                                                                                                                      |                                                                                            |
| 1.3.1: Expand new faculty onboarding to include ongoing sessions addressing topics related to diversity, inclusion and equity in the classroom. Present inclusive classroom strategies to engage all students in discussions, projects, internships and externships.                                | Number and perceived benefit of diversity and inclusion-related session during orientation and HR onboarding<br>Targeted faculty to be determined.<br>Link this data to corresponding campus climate assessment data | Academic Affairs<br>Inclusion & Institutional Equity                                       |
| 1.3.2: Provide the Creating an Inclusive Classroom series of developmental workshops for faculty each semester to focus on responding to challenging diversity, inclusion, and equity classroom issues and discussions.                                                                             | Number of seminars and workshops offered and number of participants.                                                                                                                                                 | Academic Affairs<br>Inclusion & Institutional Equity                                       |
| 1.3.3: Provide professional development opportunities for the campus community focusing on success for all members of the campus (students, faculty, and staff). Trainings must ensure access for all members of the TU community with inclusive and culturally relevant information and knowledge. | Number of professional development opportunities reported annually:<br>Available ____<br>Conducted ____<br>Attended ____<br>Evaluated ____                                                                           | Inclusion & Institutional Equity<br>Academic Affairs<br>Human Resources<br>Student Affairs |

| Action Item                                                                                                                                                                                                                                                                                                                                                       | Timeline and Measurement                                                                                                                                                                                  | Responsible Units                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <b>2. RECRUITMENT, RETENTION, AND SUCCESS</b><br>Create and revise protocols, policies, procedures, and practices that create a pipeline for high-caliber students, faculty and staff to join, stay, and succeed at Towson University. This pipeline includes strategic recruitment, innovative retention methods and measured academic and professional success. |                                                                                                                                                                                                           |                                                                                                                 |
| <b>GOAL 2.1: Identify and seal leaks in the recruiting and hiring pipeline while fostering an inclusive TU environment that encourages students, faculty and staff to stay and flourish.</b>                                                                                                                                                                      |                                                                                                                                                                                                           |                                                                                                                 |
| 2.1.1: Establish and execute recruitment plans for students, staff, and faculty that are innovative, nontraditional and capitalize on the Baltimore metro area.                                                                                                                                                                                                   | Number of students, staff, and faculty from underrepresented populations who join the TU community; reported annually.                                                                                    | Human Resources<br>Colleges<br>University Admissions                                                            |
| 2.1.2: Establish and execute policies concerning faculty cluster hiring to improve the presence of underrepresented faculty across academic departments that have historically struggled with diverse applicant pools, including funding.                                                                                                                         | Creation of policy for cluster hiring to assist with Action Item 1.1.                                                                                                                                     | Office of the Provost<br>Colleges<br>Administration & Finance<br>Human Resources                                |
| 2.1.3: Establish graduate assistantships, teaching assistantships and other USM partnership programs that create a homegrown pipeline for underrepresented populations from graduate school to the professoriate across the DC/MD/VA region including funding.                                                                                                    | Number of graduate assistants and teaching assistants tracked annually. Amount of funds provided for these initiatives. Number of GAs and TAs both retained as TU staff and faculty as reported annually. | Office of Graduate Studies/<br>Graduate Student Admissions<br>Office of the Provost<br>Administration & Finance |
| 2.1.4: Foster a culture of ongoing professional development consistent with best practices in diversity, inclusion, and equity.                                                                                                                                                                                                                                   | Number and amount of funds provided for staff to experience professional development within their respective fields as reported annually.                                                                 | President's Council                                                                                             |

| Action Item                                                                                                                                                                                                                                   | Timeline and Measurement                                           | Responsible Units                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|----------------------------------------------|
| <b>2. RECRUITMENT, RETENTION AND SUCCESS</b>                                                                                                                                                                                                  |                                                                    |                                              |
| <b>GOAL 2.2: Build and sustain a campus-wide infrastructure for mentoring students, staff, and faculty as a core value of the campus community.</b>                                                                                           |                                                                    |                                              |
| 2.2.1 Conduct an audit of current mentoring programs for students, faculty, and staff.                                                                                                                                                        | Survey audit and/or focus groups conducted within one year.        | Student Affairs<br>Academic Affairs<br>FACET |
| 2.2.2 Create a Community of Practice for Mentoring under the auspices of FACET, which will highlight on-campus best practices in faculty mentoring on an ongoing basis.                                                                       | Community of Practice created in one year.                         | Office of the Provost<br>FACET               |
| 2.2.3 Provide training and professional development for mentors of students, faculty, and staff.                                                                                                                                              | Training modules created for mentoring within one year.            | Student Affairs<br>Academic Affairs<br>FACET |
| 2.2.4 Provide training, structure, and space for the ongoing mentoring of students, faculty and staff who are underrepresented on campus generally and underrepresented in their academic departments or administrative offices specifically. | Modules delivered through a train-the-trainer model within a year. | Student Affairs<br>Academic Affairs<br>FACET |

| Action Item                                                                                                                                                                                        | Timeline and Measurement                                                                                                                                                               | Responsible Units                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| <b>2. RECRUITMENT, RETENTION AND SUCCESS</b>                                                                                                                                                       |                                                                                                                                                                                        |                                                                                  |
| <b>GOAL 2.3: Review current programs, policies and practices that foster a culture of inclusion and equity for students, faculty and staff.</b>                                                    |                                                                                                                                                                                        |                                                                                  |
| 2.3.1: Identify invisible/uncompensated labor of staff and faculty through a transparent process of creating a dashboard of the current experiences on an office, department, or divisional level. | Create dashboards for each office/department/division with the most up-to-date information concerning labor by identity group and role within the next year; repeat every three years. | Academic Affairs<br>Strategic Partnerships & Applied Research<br>Human Resources |
| 2.3.2: Identify solutions for invisible/uncompensated labor of staff and faculty by proactively providing incentives to include professional development opportunities and supervisor release.     | Year 1: Identify national best practices<br>Year 2: Create unit plans implementing dashboard (named in 2.3.1).                                                                         | President's Council<br>Department Chairs                                         |
| 2.3.3: Create a communication plan that ensures all students, faculty, and staff are aware of campus-wide opportunities.                                                                           | Daily communication plan should also include lead time for awareness, planning and attendance.                                                                                         | University Marketing & Communication                                             |
| 2.3.4: Create collaborative programs across the DC/MD/VA region to increase campus exposure to underrepresented populations.                                                                       | Ongoing events, curriculum, or exposure to such populations annually.                                                                                                                  | Colleges                                                                         |

| Action Item                                                                                                                             | Timeline and Measurement                               | Responsible Units                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-------------------------------------------------------------------------|
| <b>2. RECRUITMENT, RETENTION, AND SUCCESS</b>                                                                                           |                                                        |                                                                         |
| <b>GOAL 2.4: Increase the number of faculty and cultivate diversity in the staff from historically underrepresented groups by 2025.</b> |                                                        |                                                                         |
| 2.4.1: Develop a plan for diversification and inclusion before authorization of faculty and staff hires.                                | Baseline information 2019<br>Numbers reported annually | Academic Affairs<br>Human Resources<br>Inclusion & Institutional Equity |



| Action Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Timeline and Measurement                                                                                                                         | Responsible Units                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3. CAMPUS CLIMATE</b><br>Cultivate a welcoming, sustainable and inclusive community where all members from all backgrounds, identities, abilities, and life experiences are welcomed, valued, and supported.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                  |                                                                                                                                                                                                                                               |
| <b>GOAL 3.1: Cultivate a community at TU where our diverse backgrounds, experiences, identities and perspectives enhance our pursuit of inclusion and equity.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                  |                                                                                                                                                                                                                                               |
| 3.1.1: Provide robust and intentional onboarding grounded in diversity, inclusion and equity:<br>3.1.1.1: New students, staff, and faculty understand TU’s commitment and key terms, policies, resources and expectations around diversity, inclusion and equity.<br><br>3.1.1.2: Provide intentionally created onboarding for chairs, managers, supervisors and leaders of new supervisory roles.<br><br>3.1.1.3: Provide information, training and support for the development and engagement of alumni affinity groups.<br><br>3.1.1.4: Provide information, training and support for the development and engagement of community partners.<br><br>3.1.2: Foster a spirit of collaboration across units.<br>3.1.2.1: Explore incentives for creating and maintaining collaborations across units.<br><br>3.1.2.2: Provide information, training and support for the development and engagement of community partners. | Number of sessions and number of participants who complete respective onboarding sessions in a timely fashion<br>Ongoing participant evaluation  | Inclusion & Institutional Equity<br><br>Student Affairs<br>Human Resources<br>Academic Affairs<br><br>Human Resources<br>Academic Affairs<br><br>University Advancement<br><br>Strategic Partnerships and Applied Research<br>Student Affairs |
| 3.1.3: Regularly assess practices, procedures and policies through the equity toolkit.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Annual assessment and ongoing                                                                                                                    | All units                                                                                                                                                                                                                                     |
| 3.1.4: Intentionally plan for monitoring and assessing needs and climate at all levels and in all units.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Annual tracking of internal and external climate studies (students, staff, faculty, alumni, community partners): date, population, response rate | Office of Inclusion & Institutional Equity<br>Academic Affairs<br>Human Resources<br>All units                                                                                                                                                |

|                                                                                                                                                                                                                         |                                    |                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|-------------------------------------------------------------------------------------------------------------|
| 3.1.5: Institutionalize efforts, such as the president’s Unearthing the History of Diversity at TU project, to collect and maintain the history of institutional and community diversity, inclusion and equity efforts. | Ongoing updates and annual reports | Office of Inclusion & Institutional Equity<br>Special Collections & University Archives<br>Academic Affairs |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|-------------------------------------------------------------------------------------------------------------|

| Action Item                                                                                                                                                                                                                                   | Timeline and Measurement                                                               | Responsible Units                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <b>3. CAMPUS CLIMATE</b>                                                                                                                                                                                                                      |                                                                                        |                                                                                                                |
| <b>GOAL 3.2: Cultivate a learning and working community, a hub of opportunities where students, faculty and staff feel included, respected, supported, valued and able to participate, contribute and thrive at TU.</b>                       |                                                                                        |                                                                                                                |
| 3.2.1: Provide interactive, dynamic, culturally responsive and robust professional development and training opportunities that address university missions for inclusion and equity for all students, faculty, and staff.                     | Number of offered sessions<br>Number of participants<br>Ongoing participant evaluation | Office of Inclusion & Institutional Equity<br>Academic Affairs<br>Student Affairs<br>Office of Human Resources |
| 3.2.2: Provide ongoing leadership training for department chairs and supervisors, with a focus on office climate, campus climate and culture, inclusive leadership and creating success plans for faculty and staff from diverse backgrounds. | Number of offered sessions<br>Number of participants<br>Ongoing participant evaluation | Office of Inclusion & Institutional Equity<br>Academic Affairs<br>Student Affairs<br>Office of Human Resources |
| 3.2.3: Provide support for participation in professional development and volunteer opportunities with a focus on diversity, inclusion, and equity.                                                                                            | Unit professional development support plans                                            | All units                                                                                                      |

| Action Item                                                                                                                                                                                                                     | Timeline and Measurement | Responsible Units                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------------------------------------------------------|
| <b>3. CAMPUS CLIMATE</b>                                                                                                                                                                                                        |                          |                                                                          |
| <b>GOAL 3.3: Continue to improve and create buildings and facilities that are welcoming, accessible, and inclusive for all people and cultures.</b>                                                                             |                          |                                                                          |
| 3.3.1: Evaluate facilities for students, faculty, staff, and visitors. Revise plans for creating more inclusive and equitable facilities. Foster collaboration and shared responsibility for advocating for a welcoming campus. | Annual audits            | Administration and Finance<br>Office of Inclusion & Institutional Equity |

3.3.2: Accessibility: Regularly assess the campus environment for accessibility.

3.3.3: Safety: Regularly assess campus grounds and facilities.

3.3.4: Culturally responsive spaces: Regularly assess the availability of dedicated and multipurpose facilities inclusive of identities and cultures.

| Action Item                                                                                                                                                                                                                                                 | Timeline and Measurement | Responsible Units                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|---------------------------------------------------------|
| <b>4. EVALUATION AND ASSESSMENT</b><br>Implement systematic processes and protocols—grounded in inclusive excellence and equity—for regular data collection to report progress on education and scholarship, recruitment and retention, and campus climate. |                          |                                                         |
| <b>GOAL 4.1: Develop systematic plan for conducting climate studies for students, staff, faculty, alumni and community partners.</b>                                                                                                                        |                          |                                                         |
| 4.1.1: Develop an Equity and Inclusion Measurement & Assessment Working Group and charge it with timely and ongoing campus-wide measurement, reporting and monitoring of inclusive excellence and equity, and alignment with university assessment plans.   | Annual audits            | Office of Inclusion & Institutional Equity<br>All units |
| 4.1.2: Create a centralized hub for diversity, inclusion, and equity assessment efforts, including internal assessments as well as TU participation in regional/national studies.                                                                           | Annual audits            | Office of Inclusion & Institutional Equity<br>All units |

## Appendix I: Data

### Undergraduate Student Data

|                                                                                                                 |    |
|-----------------------------------------------------------------------------------------------------------------|----|
| Figure 1 - Total Student Head Count by Academic Career, Fall 1998 to Fall 2018 .....                            | 0  |
| Figure 2 - Six-Year Graduation Rates of First-Time Students by Race/Ethnicity, Fall 2012 Cohort.0               |    |
| Figure 3 - Six-Year Graduation Rates of First-Time Students by Race/Ethnicity and Gender, Fall 2012 Cohort..... | 1  |
| Figure 4 - Four-Year Graduation Rates of First-Time Students by Race/Ethnicity, Fall 2012 Cohort .....          | 1  |
| Figure 5 – Four- and Six-Year Graduation Rates of First-Time Students by Pell Status, Fall 2012 Cohort.....     | 2  |
| Figure 6 - Age Distribution of Undergraduate Students by Age Group, Fall 2018 .....                             | 2  |
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| Figure 9 - Race/Ethnicity of Undergraduate Students, Fall 2013 .....                                            | 4  |
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## Focus Group Data

Collecting Race/Ethnicity Data: Three Sources

Appendix II: Glossary of Related Concepts

Appendix III: Acknowledgements

## Undergraduate Student Data

### By Academic Career (Fall 1998 - Fall 2018)

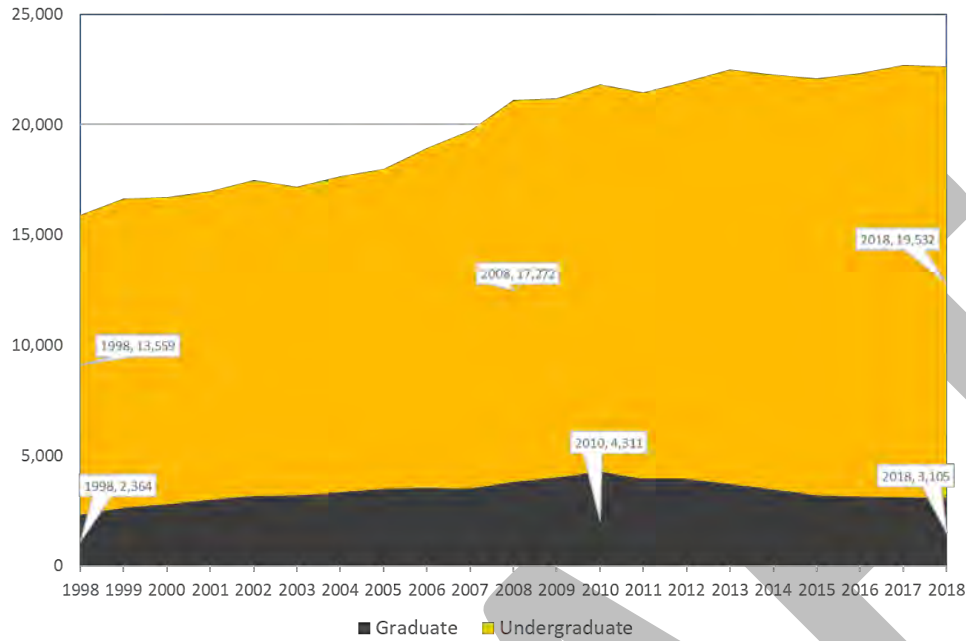


Figure 1: Total Student Head Count by Academic Career, Fall 1998 to Fall 2018

This graph shows tremendous growth in past 20 years. Undergraduate head count is up by 44% since 1998 and 13% in last 10 years. Graduate head count peaked in 2010 and began to decline. It has stabilized in recent years to between 3,100 and 3,200.

### Six-Year Graduation Rates, by Race/Ethnicity (Fall 2012 Cohort)

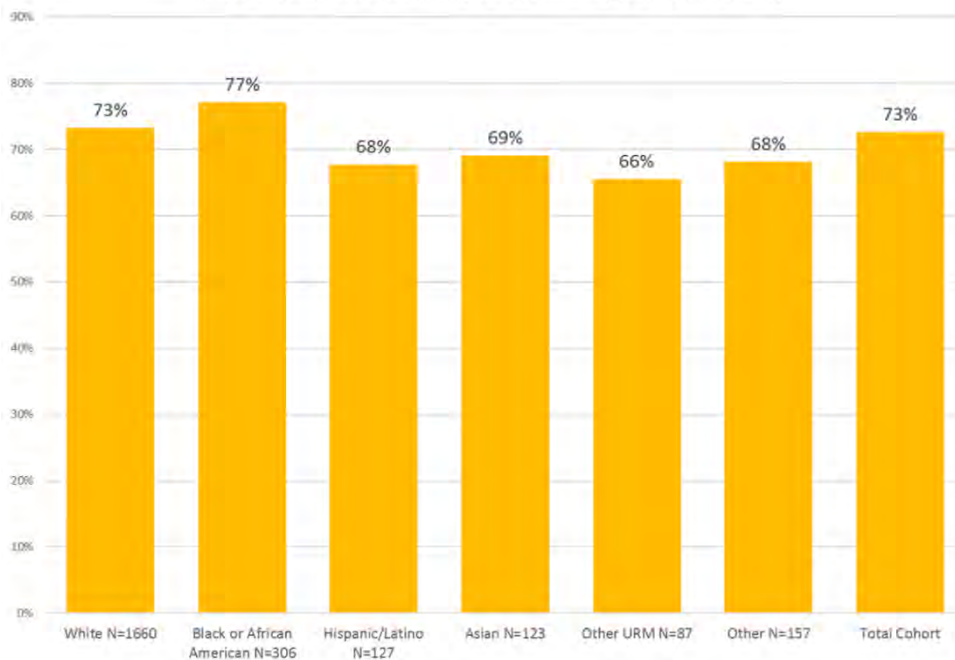


Figure 2: Six-Year Graduation Rates of First-Time Students by Race/Ethnicity, Fall 2012 Cohort

Most recent graduation rate is 73%. That is for the fall 2012 cohort of First-Time Full-Time (FTFT) freshman. This rate has been increasing steadily, from around 59% in 1998 to at or above 70% for the four most recent years. For the past two years, there has not been an achievement gap for African American students. Hispanic and Asian students have also been very close to the overall rate. However, there are some differences when we look at gender and four-year rates.

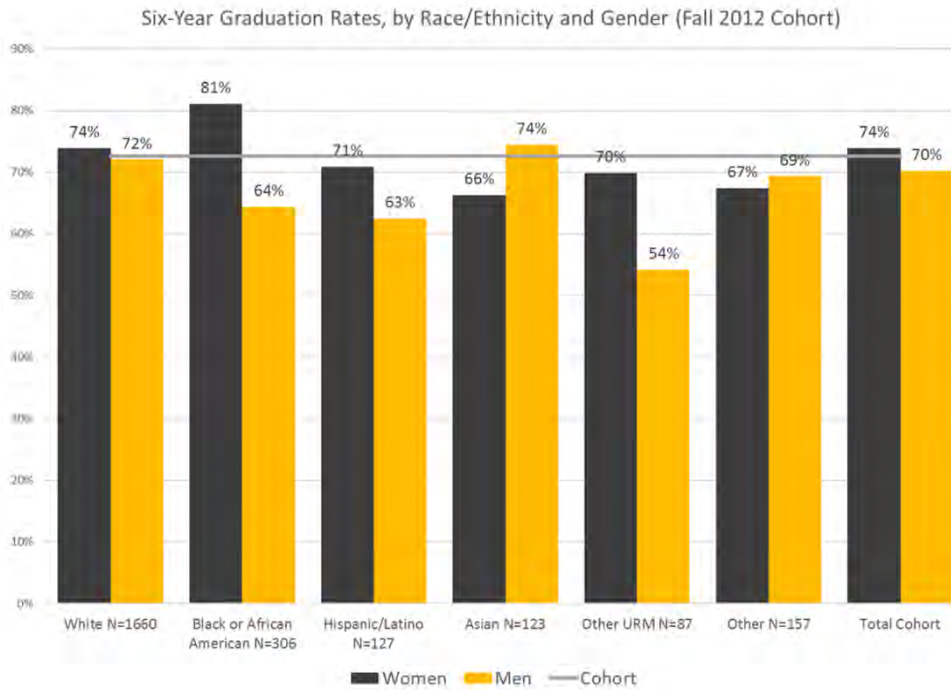


Figure 3: Six-Year Graduation Rates of First-Time Students by Race/Ethnicity and Gender, Fall 2012 Cohort  
 In the majority of cases, men did not achieve the same level of success as women from the same racial/ethnic group. Also, Asian men were the only male group to meet or exceed the overall graduation rate. Another area of concern is the gap at four years.

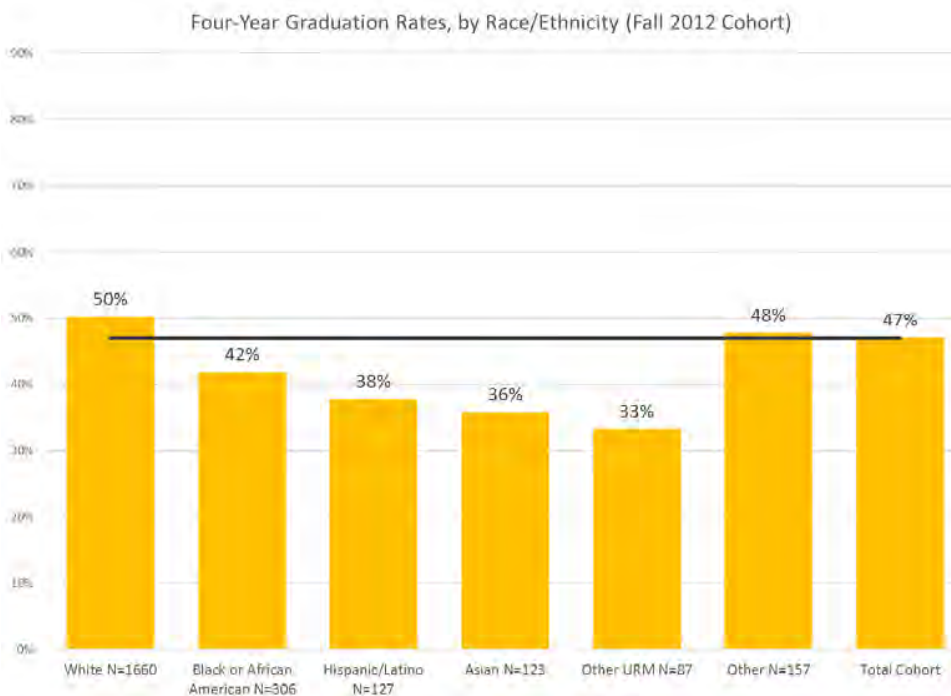


Figure 4: Four-Year Graduation Rates of First-Time Students by Race/Ethnicity, Fall 2012 Cohort

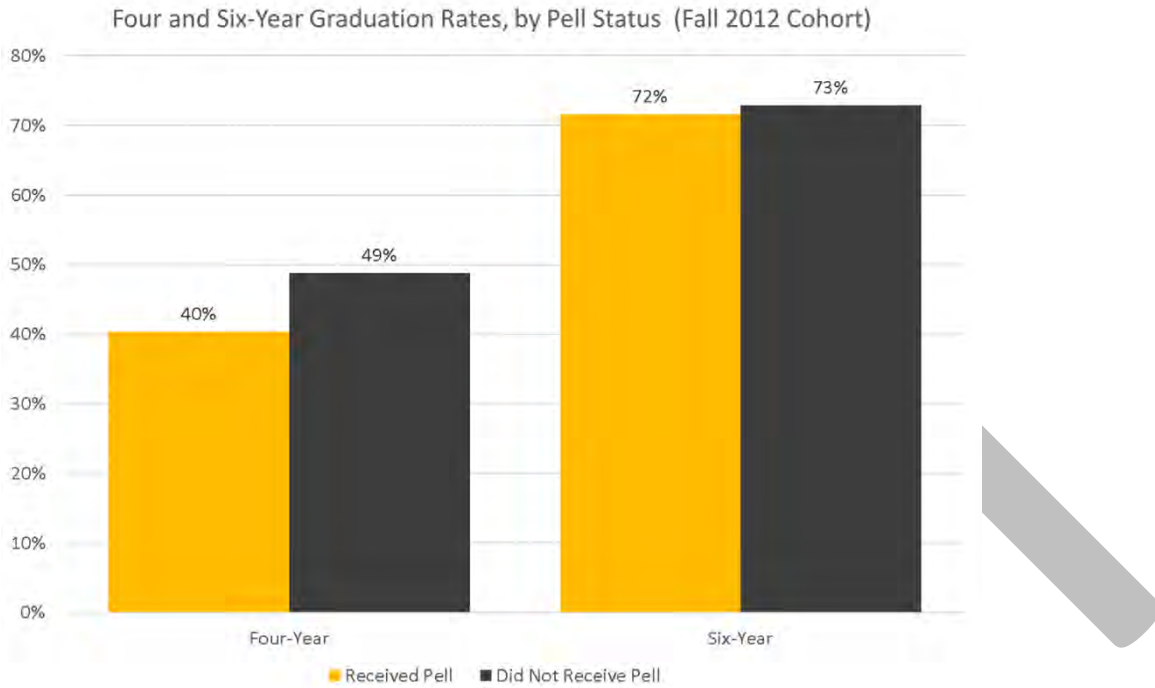


Figure 5: Four- and Six-Year Graduation Rates of First-Time Students by Pell Status, Fall 2012 Cohort  
 While most racial/ethnic groups of students caught up or came close to the overall graduation rate at six-years, there were noticeable larger gaps when looking at the four-year rates. Again, this is the same group of students, the fall 2012 cohort, measured in summer 2016.

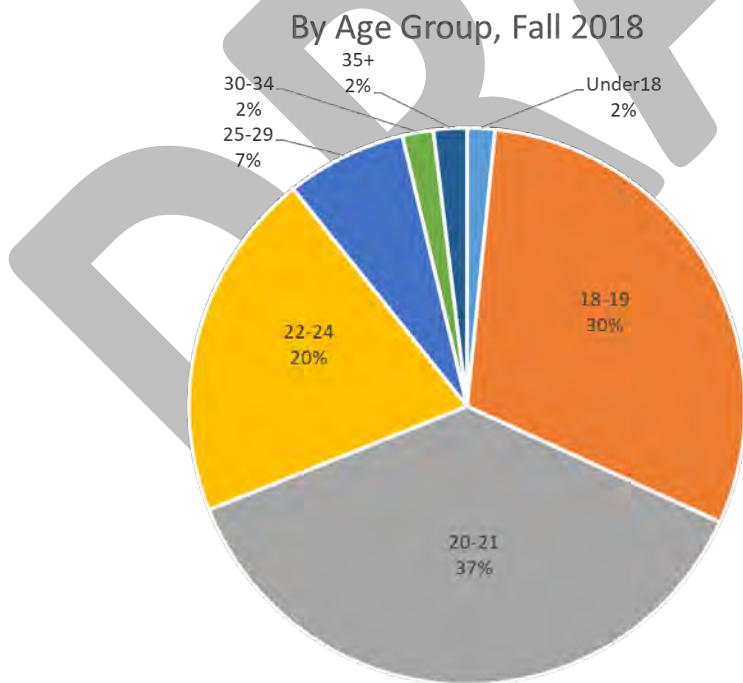


Figure 6: Age Distribution of Undergraduate Students by Age Group, Fall 2018  
 Undergraduate population is mostly of the traditional age, with almost 90% of students under the age of 25. There are over 2,100 older-age students. This figure has remained relatively stable over the past decade.



By Age Group and Academic College: Fall 2018

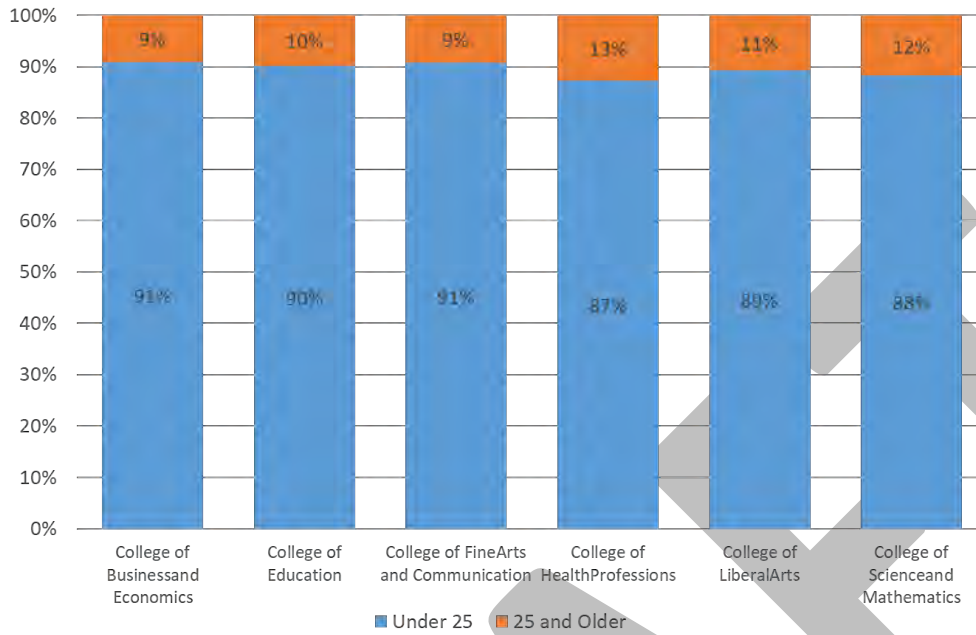


Figure 7: Age Distribution of Undergraduate Students by Age Group and Academic College, Fall 2018

The numbers are fairly even across academic colleges. The average age of allied health students is about 10 years higher than the university average.

By Academic College (Fall 2018)

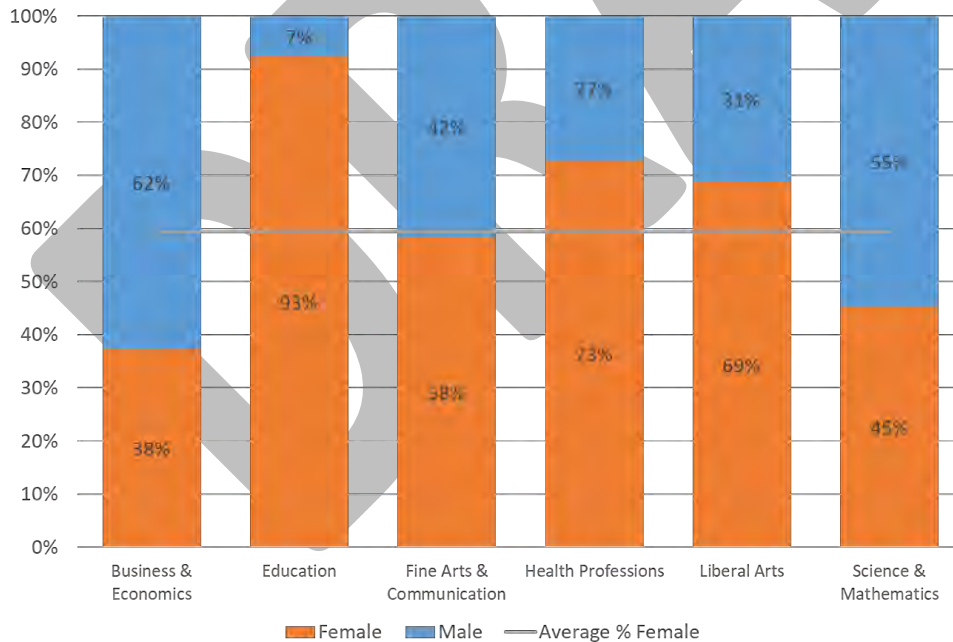


Figure 8: Gender of Undergraduate Students by Academic College, Fall 2018

This ratio has held steady for at least the past two decades at about 60% female and 40% male. The ratio does vary across academic colleges and has been steady with no large movements in the past five years.

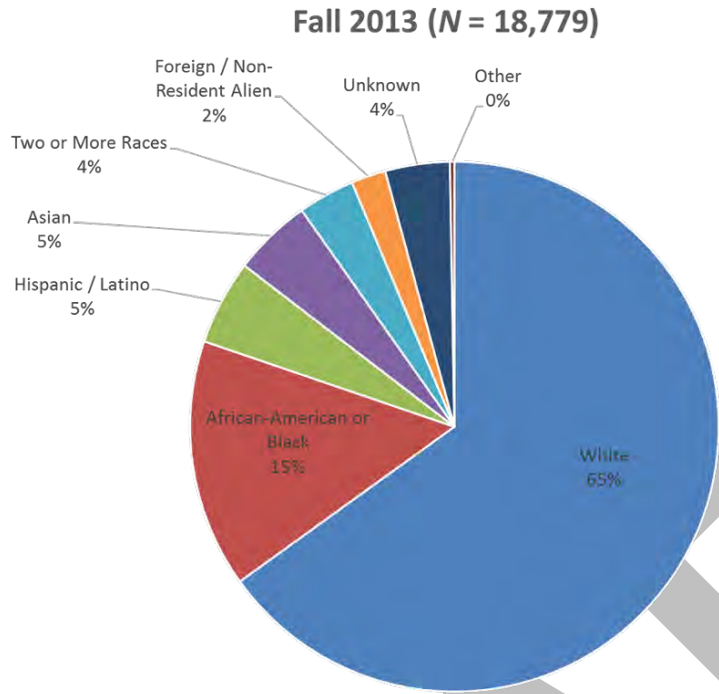


Figure 9: Race/Ethnicity of Undergraduate Students, Fall 2013

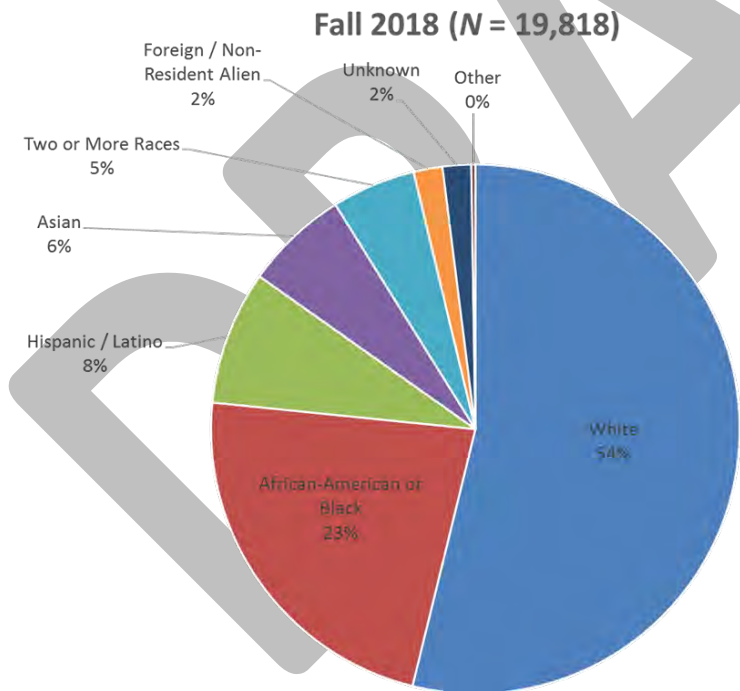


Figure 10: Race/Ethnicity of Undergraduate Students, Fall 2018

While age and gender have remained mostly constant, we have seen large changes in the racial/ethnic diversity of our students. It is more so at the undergraduate level than at the graduate level.

### Fall 2008 through Fall 2018

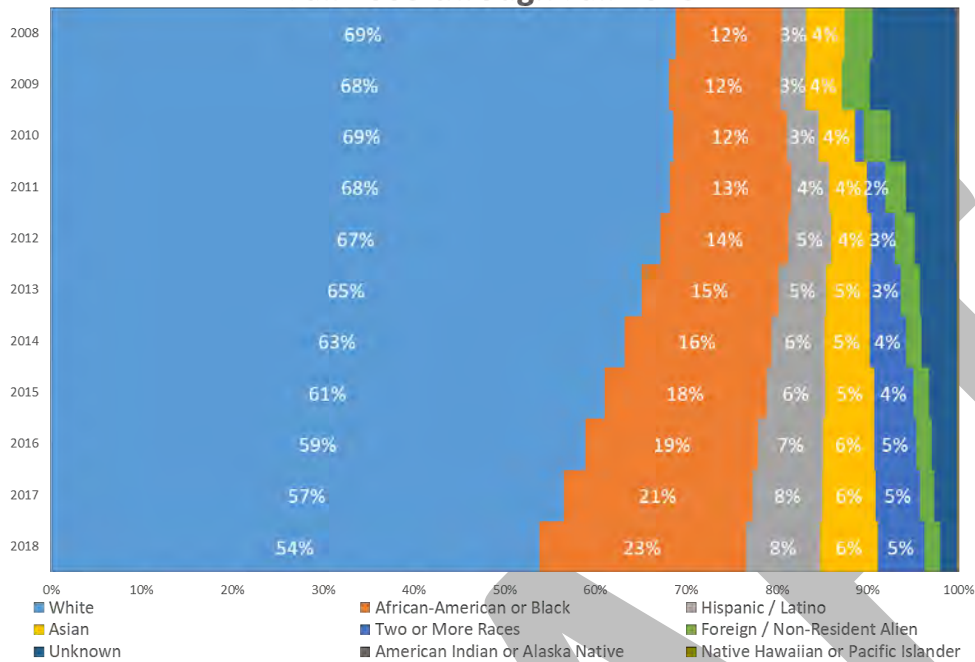


Figure 11: Race/Ethnicity of Undergraduate Students, Fall 2008 to Fall 2018

This trend has been ongoing for at least the past decade and has picked up momentum within the past five years. Compared with 10 years ago, we have 2,500 more African American undergraduate students, an increase of 124%. We have 1,167 more Hispanic/Latino students, an increase of 256%. There are 516 more Asian students, an increase of 70%. Multiracial was not a reported race category in 2008, and we now have more than 1,000 students who identify as multiracial.

### Five-Year Change (Fall 2013 to Fall 2018)



Figure 12: Race/Ethnicity of Undergraduate Students Five-Year Change, Fall 2013 to Fall 2018

### Race/Ethnicity, by Academic College (Fall 2018)

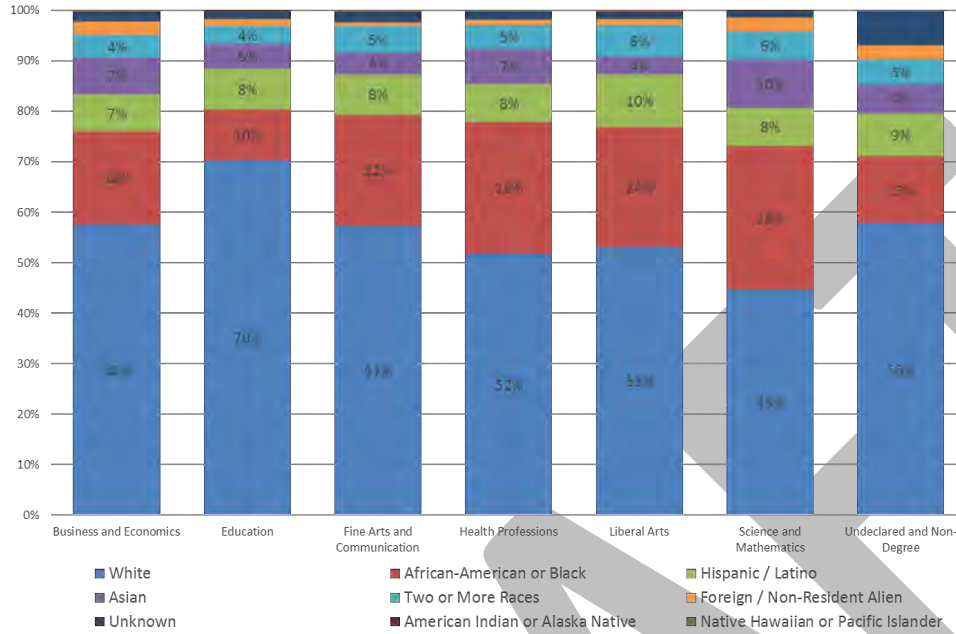


Figure 13: Race/Ethnicity of Undergraduate Students by Academic College, Fall 2018 (100% Stacked)

### Race/Ethnicity, by Academic College (Fall 2018)

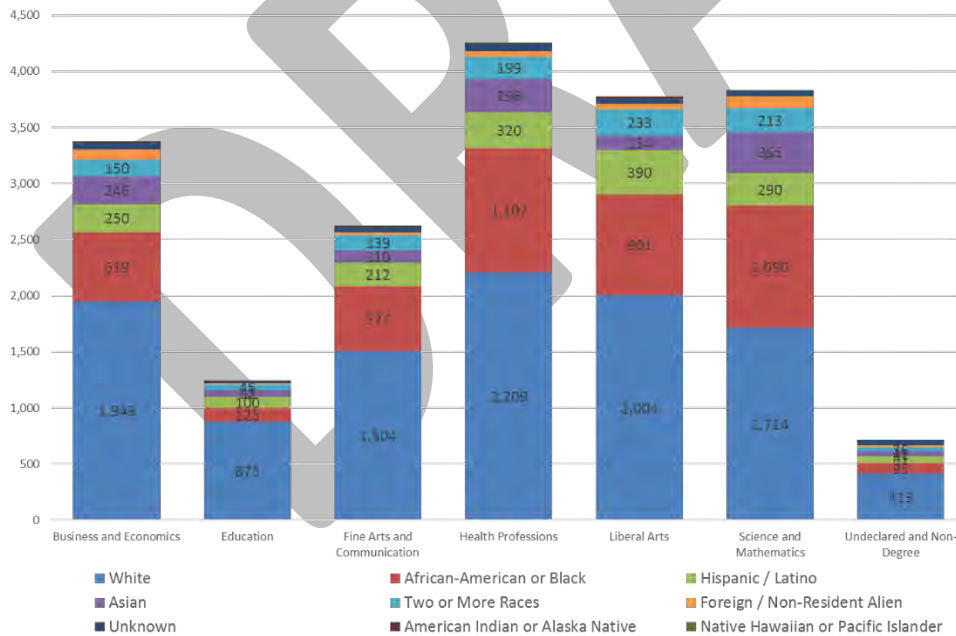


Figure 14: Race/Ethnicity of Undergraduate Students by Academic College, Fall 2019 (Stacked)

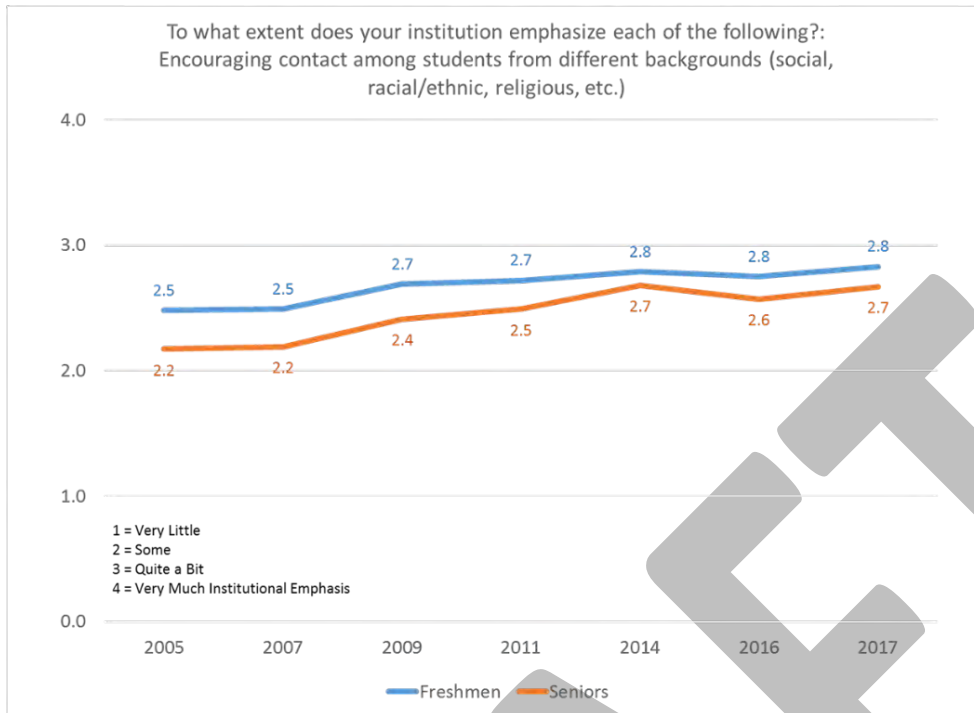


Figure 15: NSSE Question 14 – Section D: First Years and Seniors, 2005 to 2017 (Line)

**NOTE:**  
Question 14: How much does your institution emphasize the following?

Section D:  
Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)

Section I: Attending events that address important social, economic, or political issues.

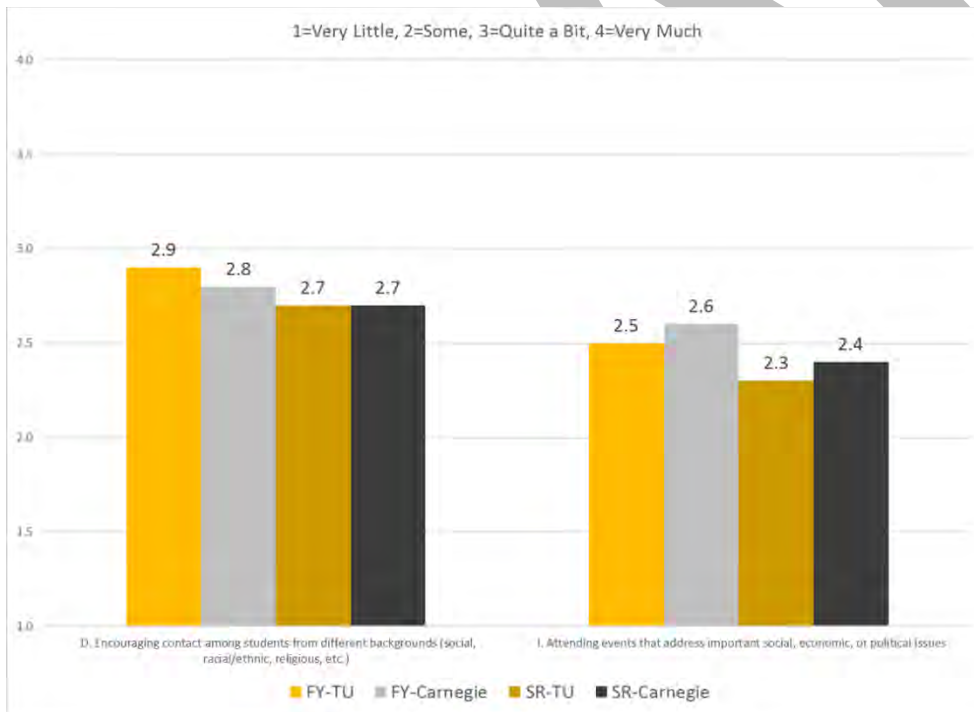


Figure 16: NSSE Question 14 – Section D & I Comparison: First Years and Seniors (Column)

TU is very similar to other institutions in our Carnegie Classification. Seniors were 3% higher and freshmen were 6% higher than other institutions.

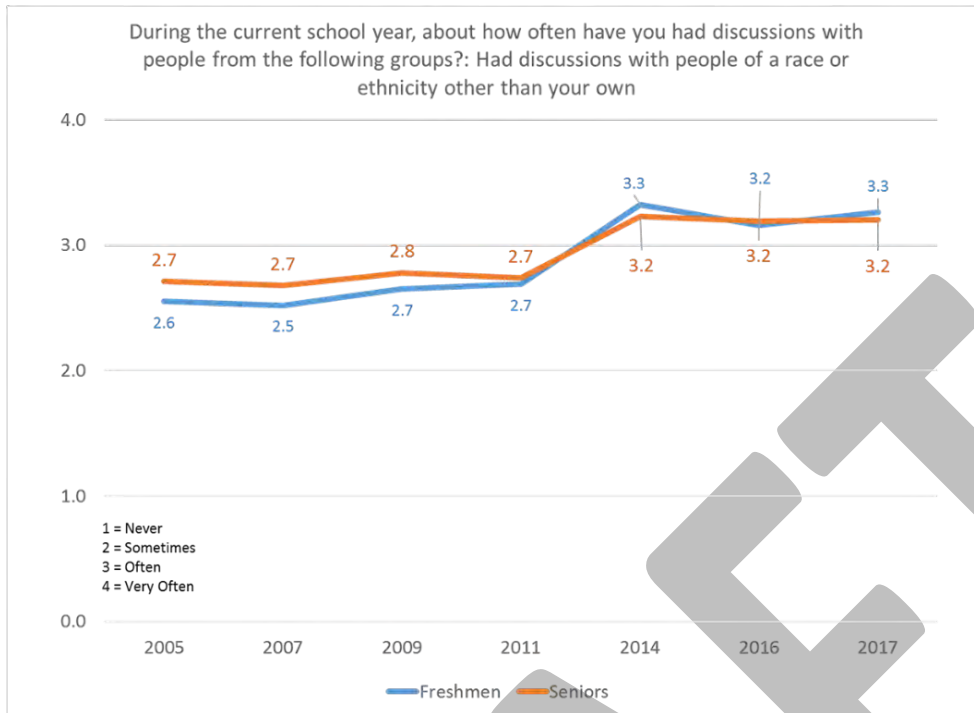


Figure 17: NSSE Question 8 – Section A: First Years and Seniors, 2005 to 2017 (Line)

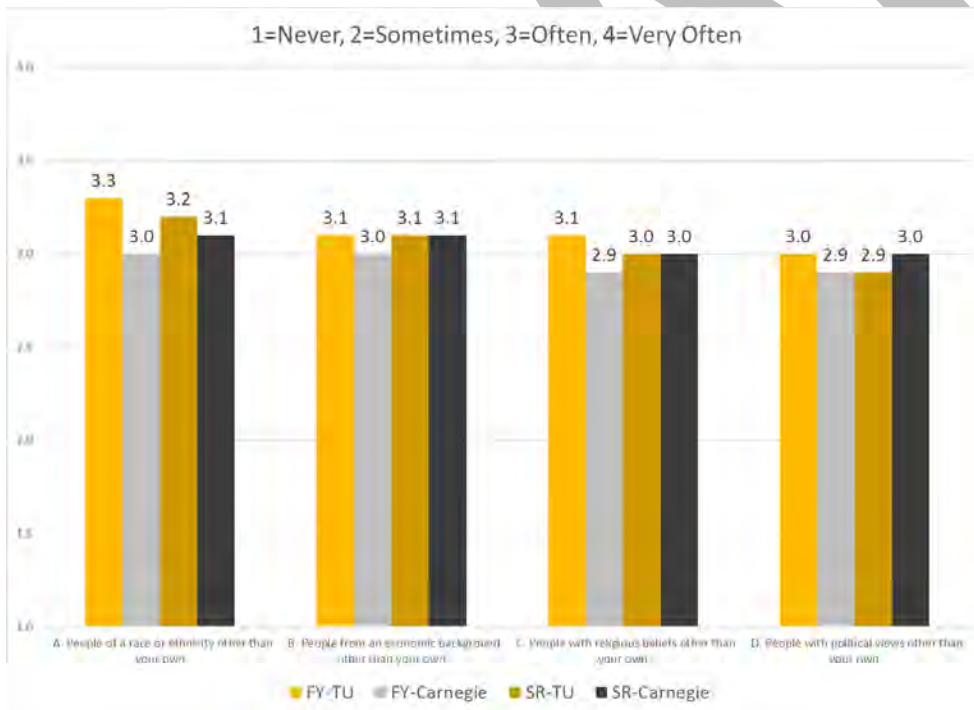


Figure 18: NSSE Question 8 – Section A, B, C, D Comparison (Column)

**NOTE:**  
Question 8: During the current school year, about how often have you had discussions with people from the following groups?

Section A: People of a race or ethnicity other than your own

Section B: People from an economic background other than your own

Section C: People with religious beliefs other than your own

Section D: People with political views other than your own

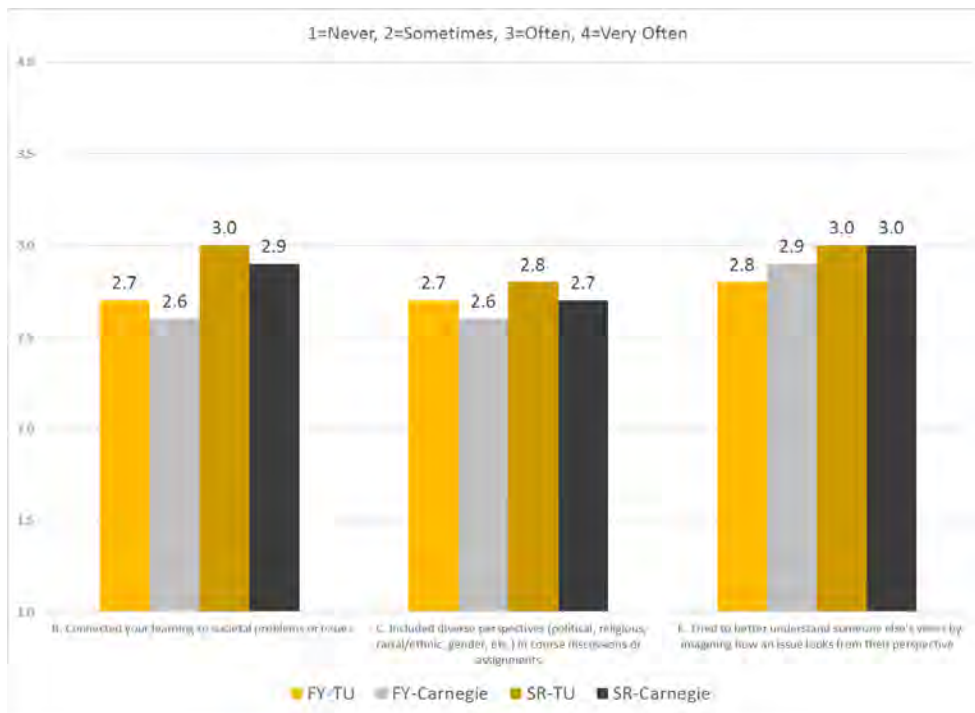


Figure 19: NSSE Question 2 – Section B, C, E Comparison (Column)  
 The scores were about 7% higher than others in our Carnegie Classification (seniors) and 12% higher for freshmen.

**NOTE:**

Question 2: During the current school year, about how often have you done the following?

Section B: Connected your learning to societal problems or issues

Section C: Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments

Section E: Tried to better understand someone else's views by imagining how an issue looks from their perspective

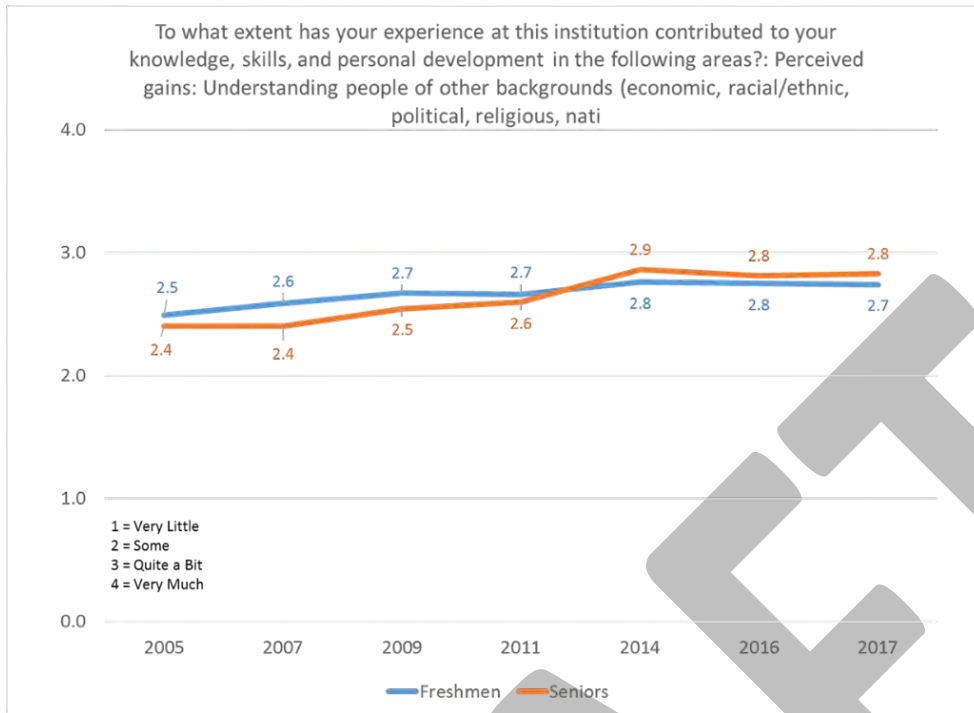


Figure 20: NSSE Question 17 – Section H: First Years and Seniors, 2005 to 2017 (Line)

**NOTE:**

Question 17: How much has your experience at this institution contributed to your knowledge, skills and personal development in the following areas?

Section H:  
Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)

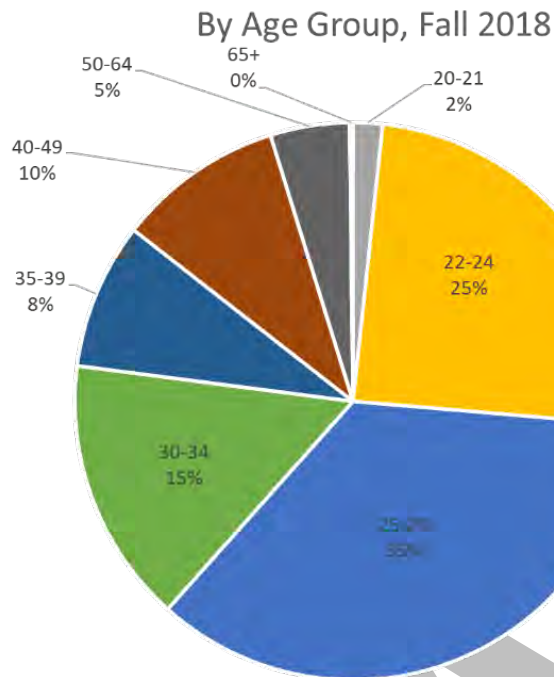
Section J: Being an informed and active citizen



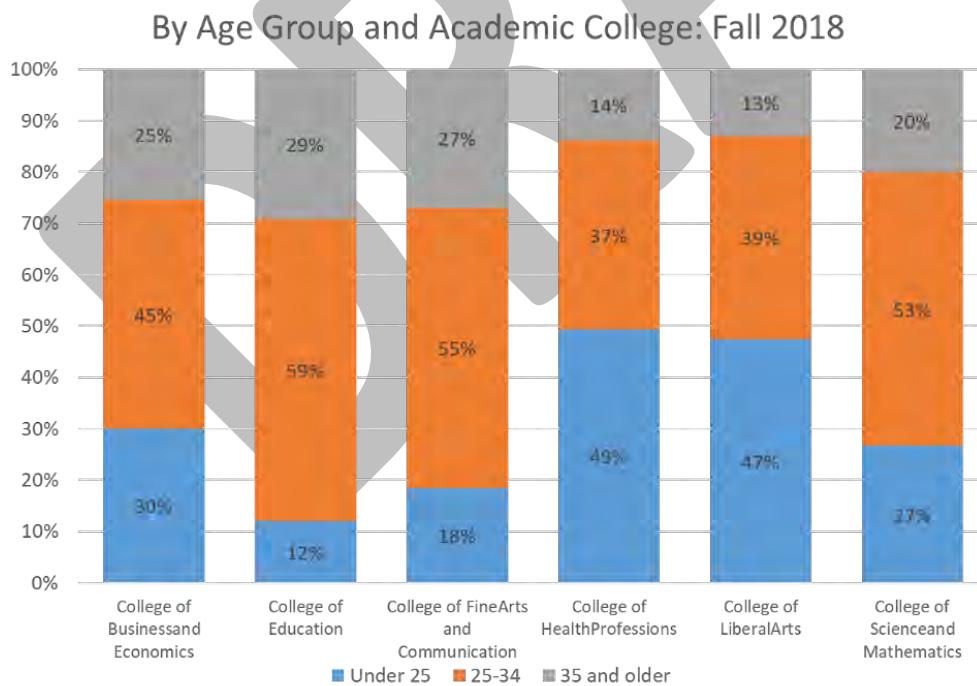
Figure 21: NSSE Question 17 – Section H and J Comparison (Column)



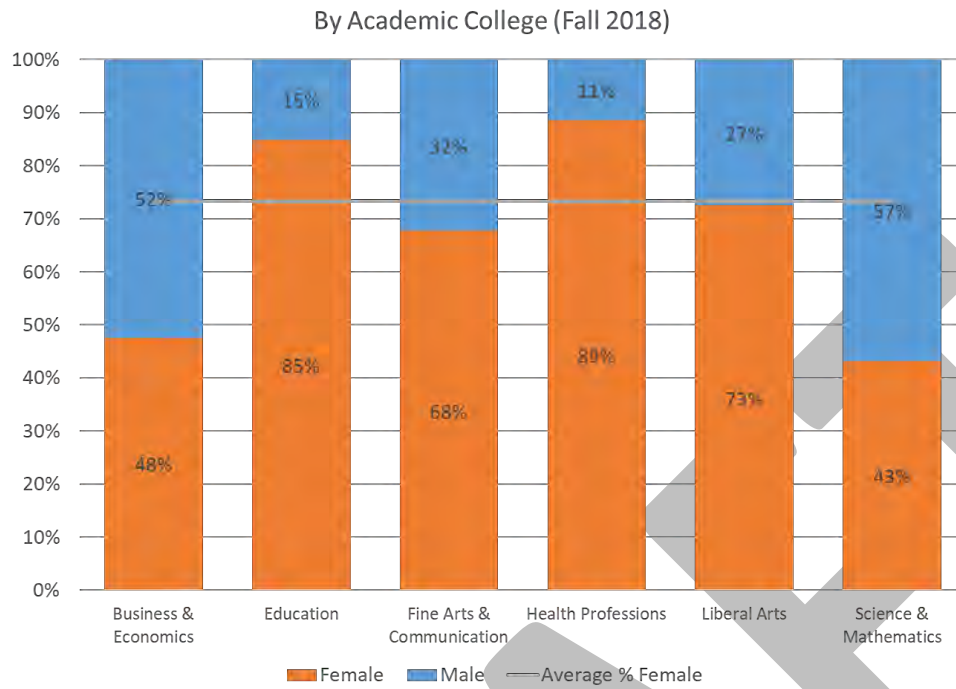
## Graduate Student Data



**Figure 22: Age Distribution of Graduate Students by Age Group, Fall 2018**  
 About half of our graduate students are early-to-mid-career professionals with about a quarter fresh out of undergraduate studies and about a quarter older than 35. This varies greatly across the colleges.



**Figure 23: Age Distribution of Graduate Students by Age Group and Academic College, Fall 2018**  
 CHP and CLA have the highest proportion of younger students. COE and COFAC have the highest proportions of early-to-mid-career students. There is more of a mix in CBE and FCSM.



**Figure 24: Gender of Graduate Students by Academic College, Fall 2018**

Almost three-quarters (73%) of our graduate students are women, and this figure has remained relatively stable. It is driven by the female majority in COE, which enrolls the most graduate students at TU.

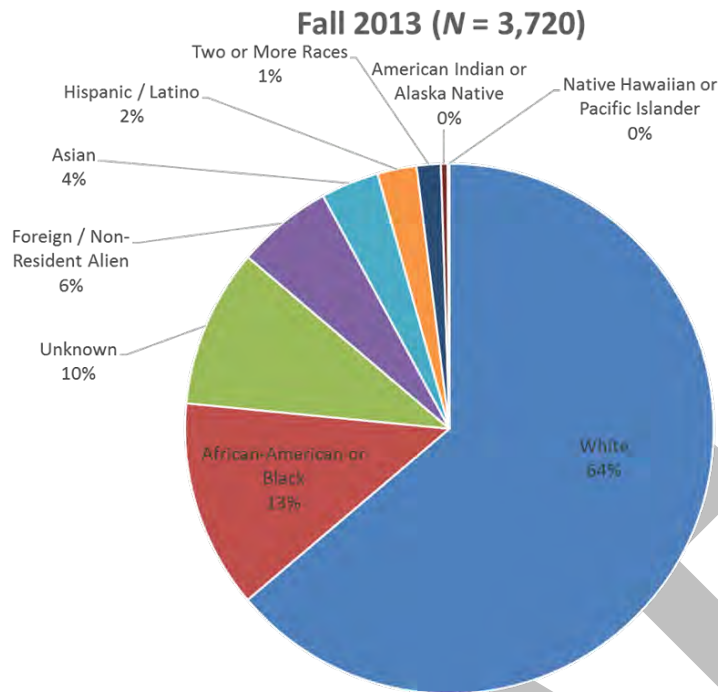


Figure 25: Race/Ethnicity of Graduate Students, Fall 2013

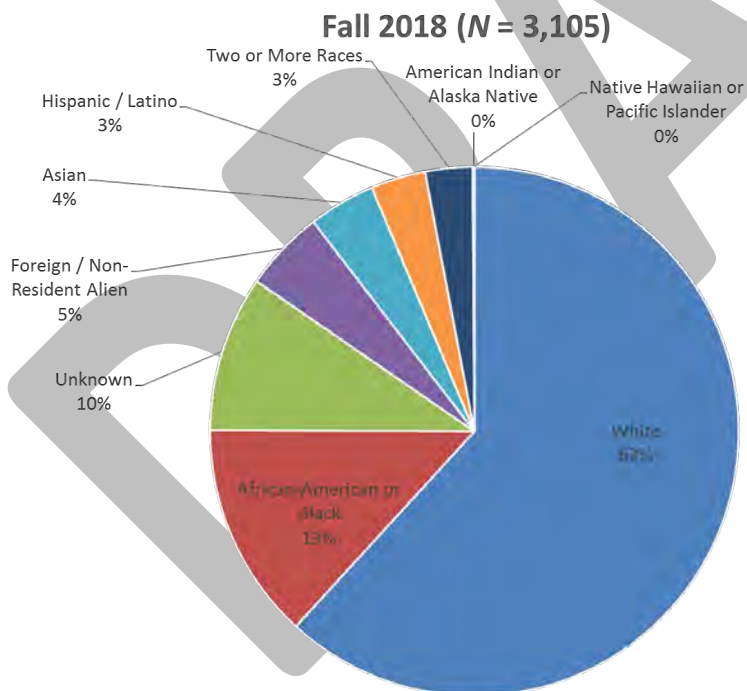


Figure 26: Race/Ethnicity of Graduate Students, Fall 2018

There has been some movement in the racial/ethnic mix of graduate students, but nowhere close to the scale of what we see at the undergraduate level.

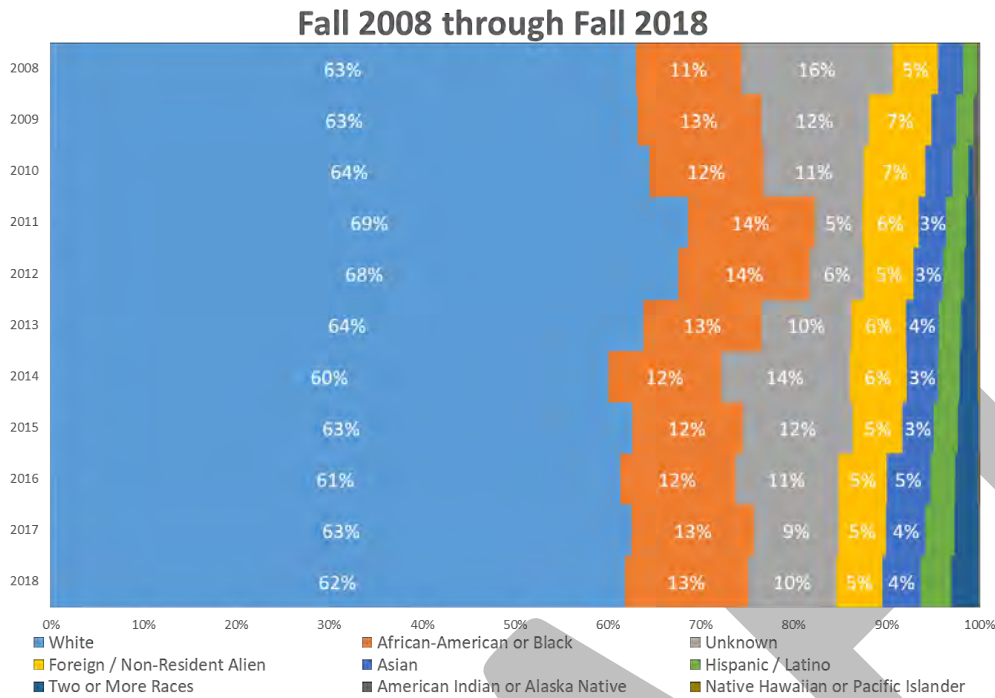


Figure 27: Race/Ethnicity of Graduate Students, Fall 2008 to Fall 2018

During this time period, there have been a number of shifts in graduate enrollment. For example, there were changes and the elimination of TU's joint MBA with UB. Also, there were changes in the enrollment policies for non-degree students. Finally, a general contraction of graduate enrollment at TU has occurred.

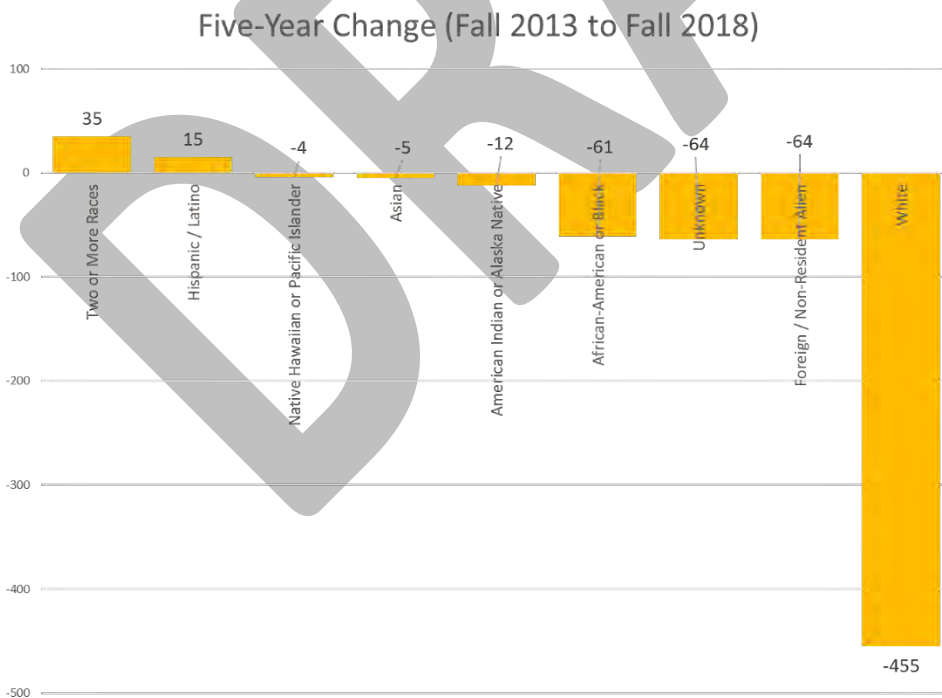


Figure 28: Race/Ethnicity of Graduate Students Five-Year Change, Fall 2013 to Fall 2018

### Race/Ethnicity, by Academic College (Fall 2018)

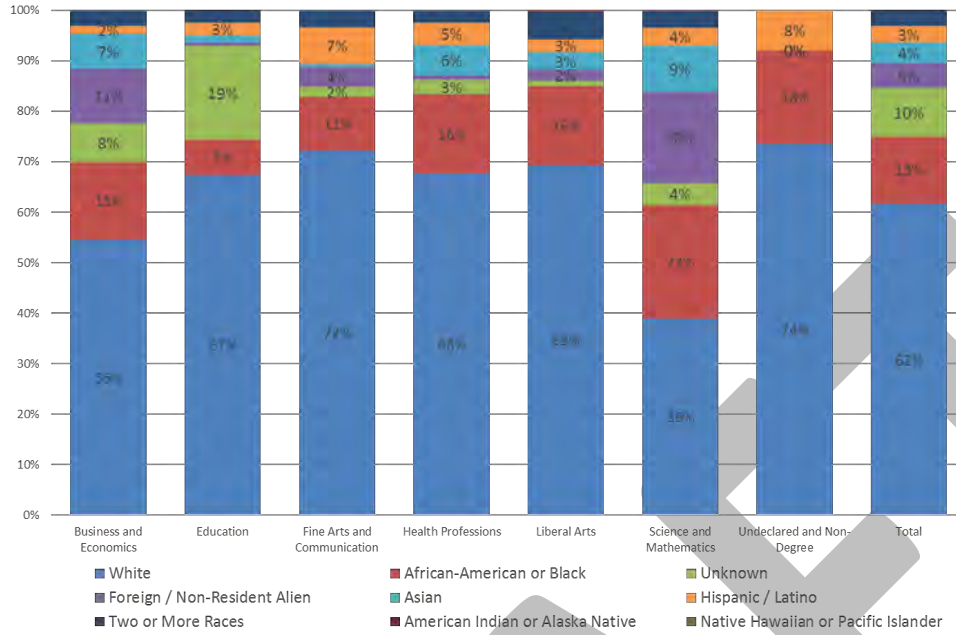


Figure 29: Race/Ethnicity of Graduate Students by Academic College, Fall 2018 (100% Stacked)

### Race/Ethnicity, by Academic College (Fall 2018)

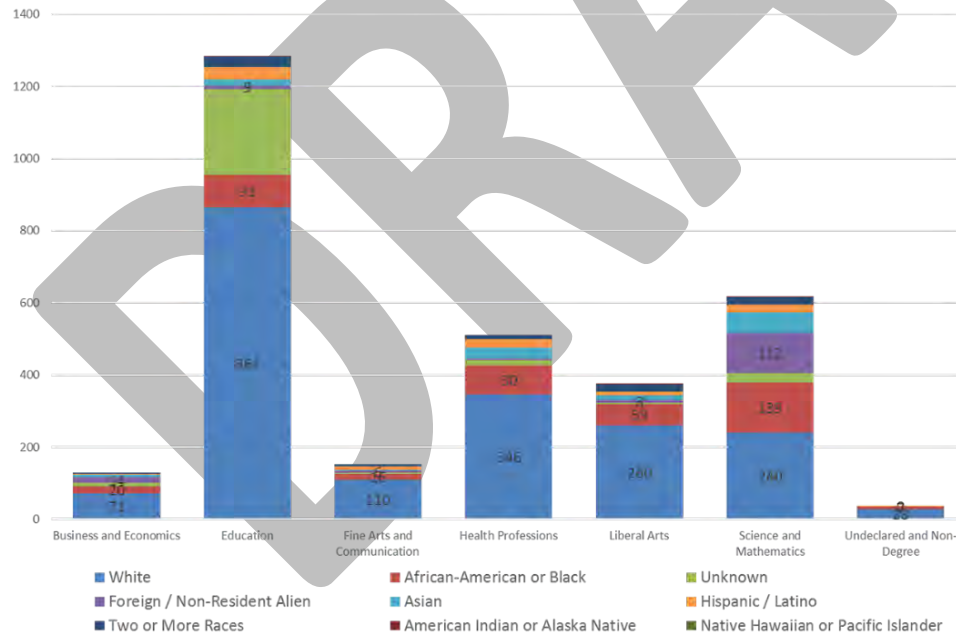


Figure 30: Race/Ethnicity of Graduate Students by Academic College, Fall 2018 (Stacked)

## Employee Data

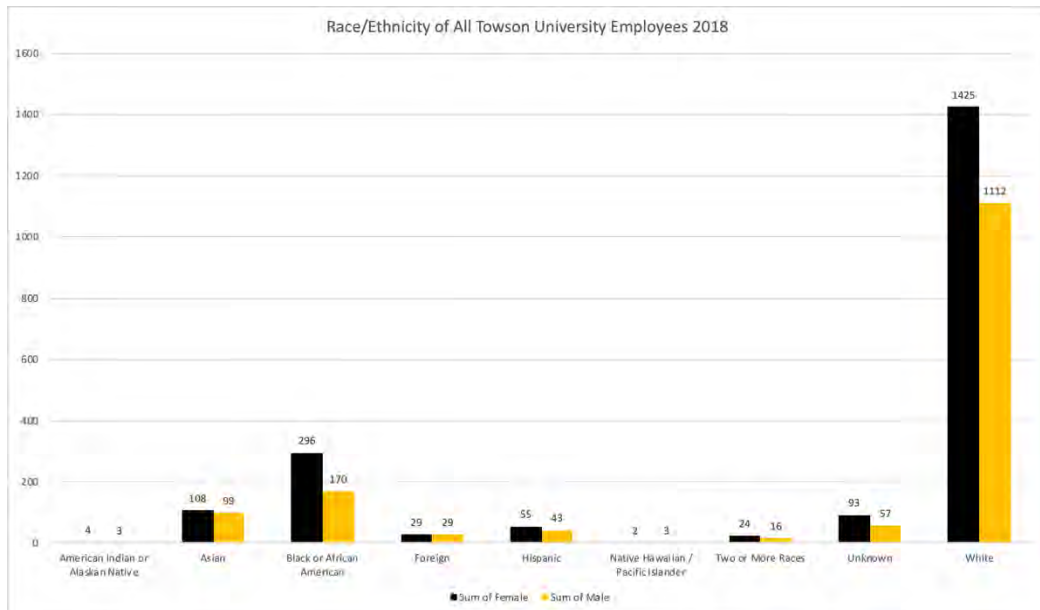


Figure 31: Race/Ethnicity and Gender of All Towson University Employees 2018

## Faculty Data

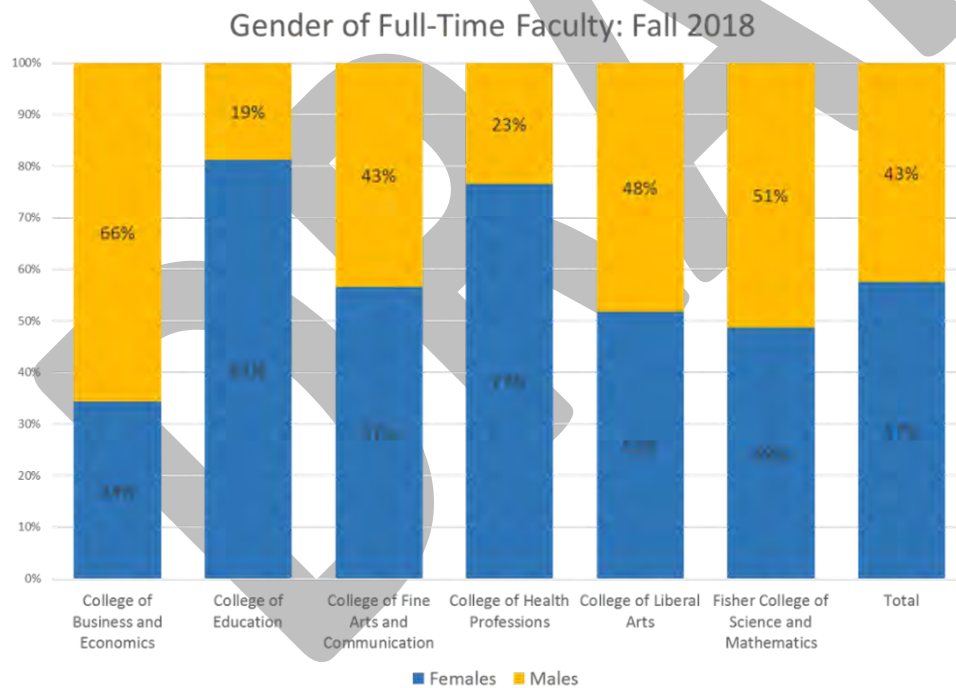


Figure 32: Gender of Full-Time Faculty, Fall 2018 (100% Stacked)

Full-time faculty includes all nonadjuncts: tenure/tenure track, lecturers, clinical and visiting. The largest increases were in African American and Asian full-time faculty.

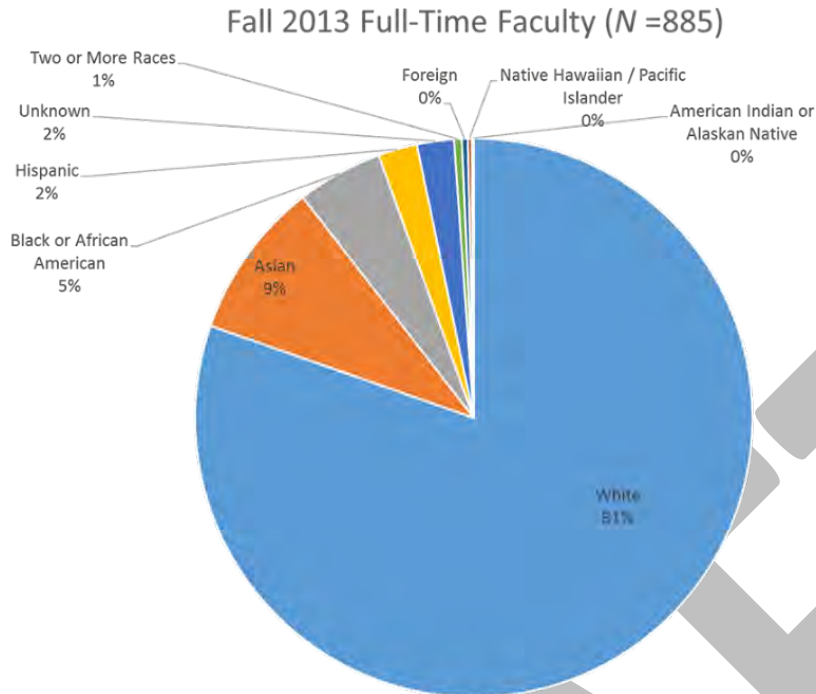


Figure 33: Race/Ethnicity of Full-Time Faculty, Fall 2013

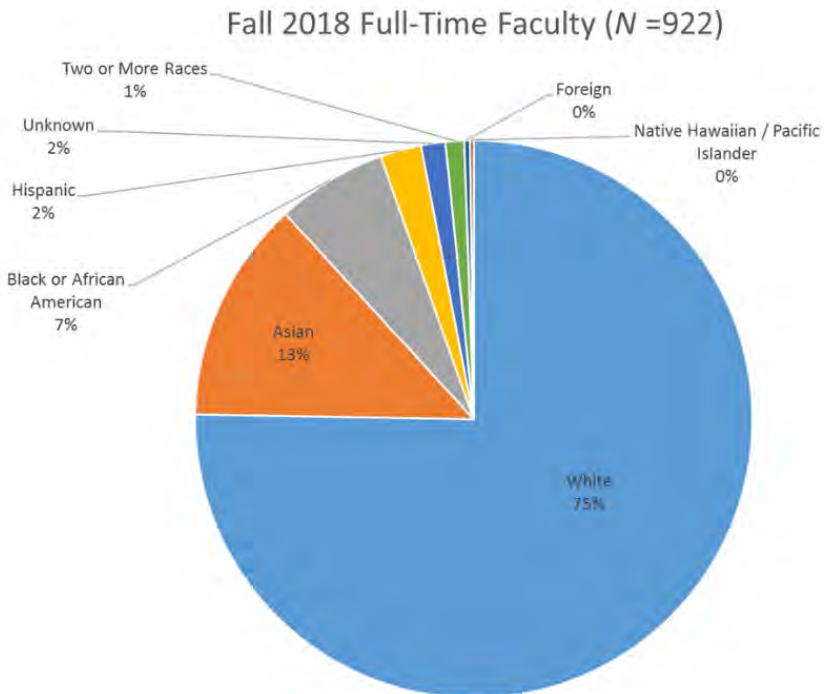


Figure 34: Race/Ethnicity of Full-Time Faculty, Fall 2018

Full-time faculty includes all nonadjuncts: tenure/tenure track, lecturers, clinical and visiting. The largest increases were in African American and Asian full-time faculty.

### Full-Time Faculty: Five-Year Change (Fall 2013 to Fall 2018)

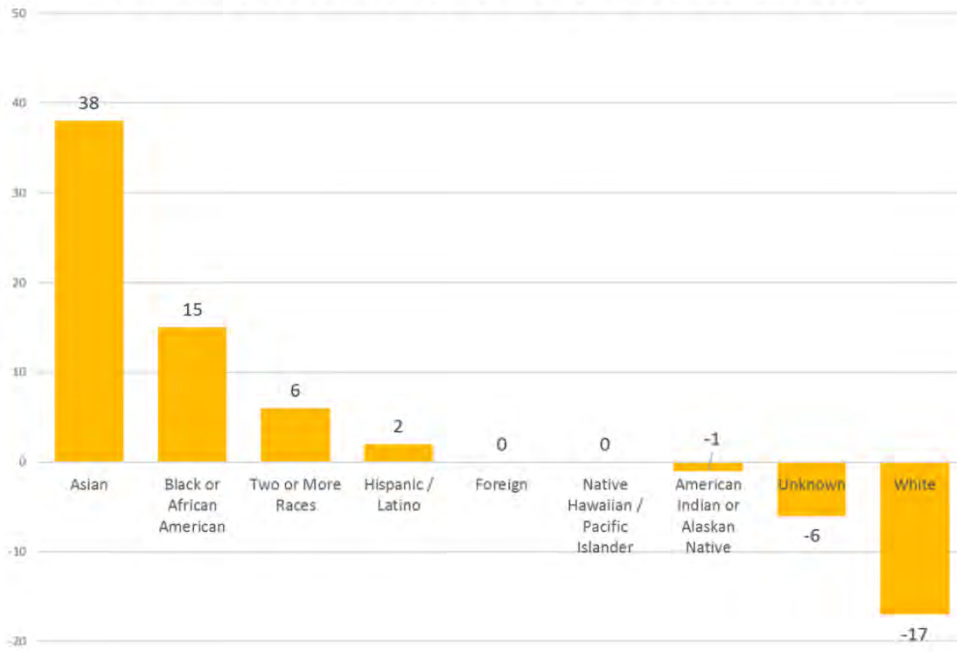


Figure 35: Five-Year Change of Full-Time Faculty by Race/Ethnicity, Fall 2013 to Fall 2018

### By College: Fall 2018

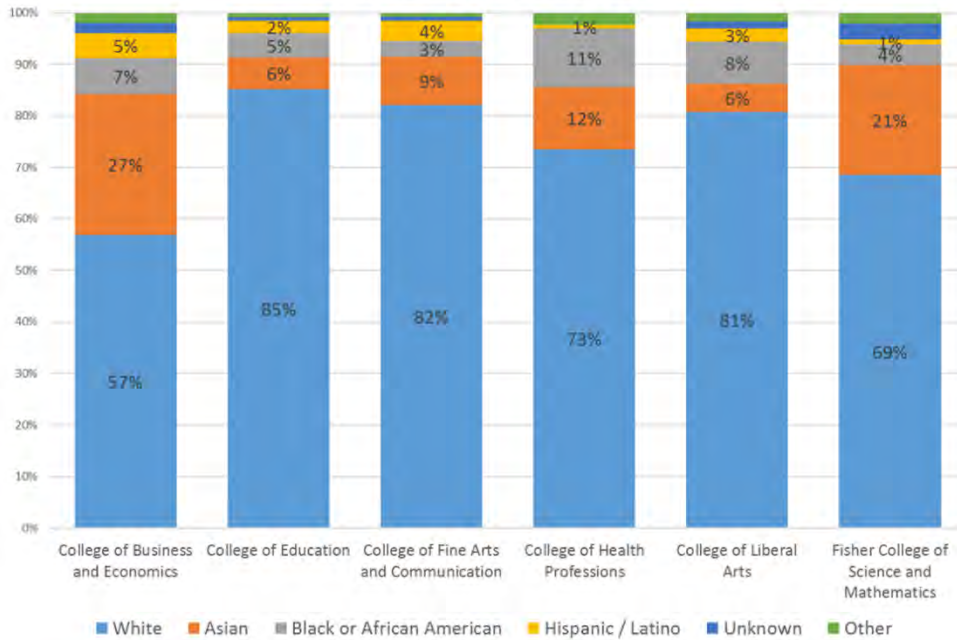


Figure 36: Full-Time Faculty by Race/Ethnicity, Fall 2018 (100% Stacked)



Gender of Tenured/Track Faculty, by Rank: Fall 2018

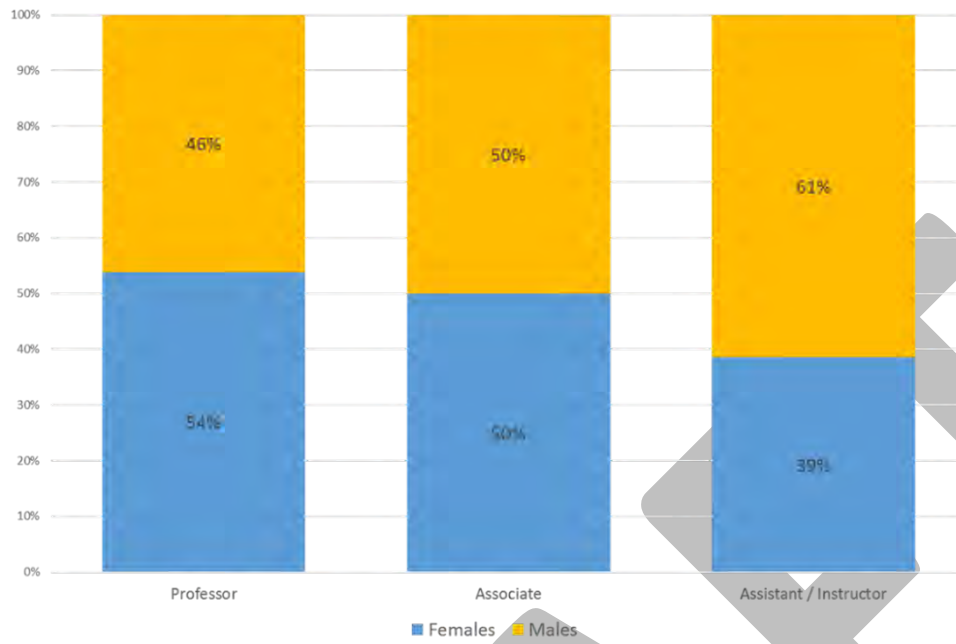


Figure 37: Gender of Tenured/Track Faculty by Rank, Fall 2018

Gender of Tenure Track / Tenured Faculty: Fall 2018

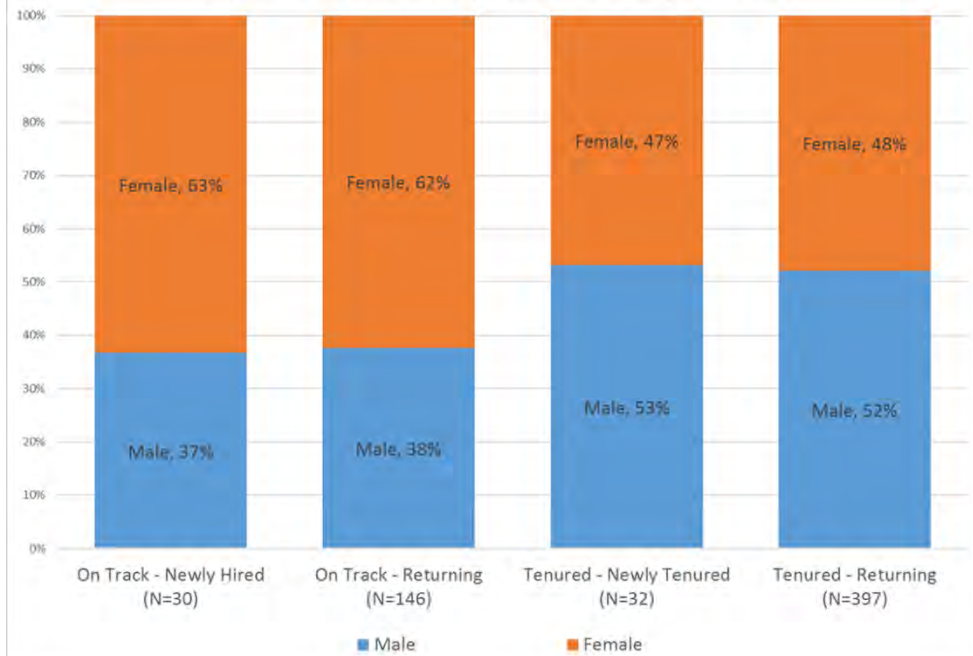


Figure 38: Gender of Tenured/Track Faculty Breakdown, Fall 2018

Gender of Tenured and Tenure-Track Faculty, Fall 2018

| Gender | Tenure-Track |     |           |     | Tenured       |     |           |     | All Tenured / Tenure-Track Faculty |     |
|--------|--------------|-----|-----------|-----|---------------|-----|-----------|-----|------------------------------------|-----|
|        | Newly Hired  |     | Returning |     | Newly Tenured |     | Returning |     | N                                  | %   |
|        | N            | %   | N         | %   | N             | %   | N         | %   |                                    |     |
| Male   | 11           | 37% | 55        | 38% | 17            | 53% | 20        | 52% | 290                                | 48% |
| Female | 19           | 63% | 91        | 62% | 15            | 47% | 190       | 48% | 315                                | 52% |
| Total  | 30           |     | 146       |     | 32            |     | 39        | 7   | 605                                |     |

Table 2 - Gender of Tenured and Tenure-Track Faculty, Fall 2018  
 Data Source: Fall 2018 Employee Snapshot (Office of Institutional Research / TB 2019-02-14)

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### Tenured/Track Faculty, by Rank Fall 2018

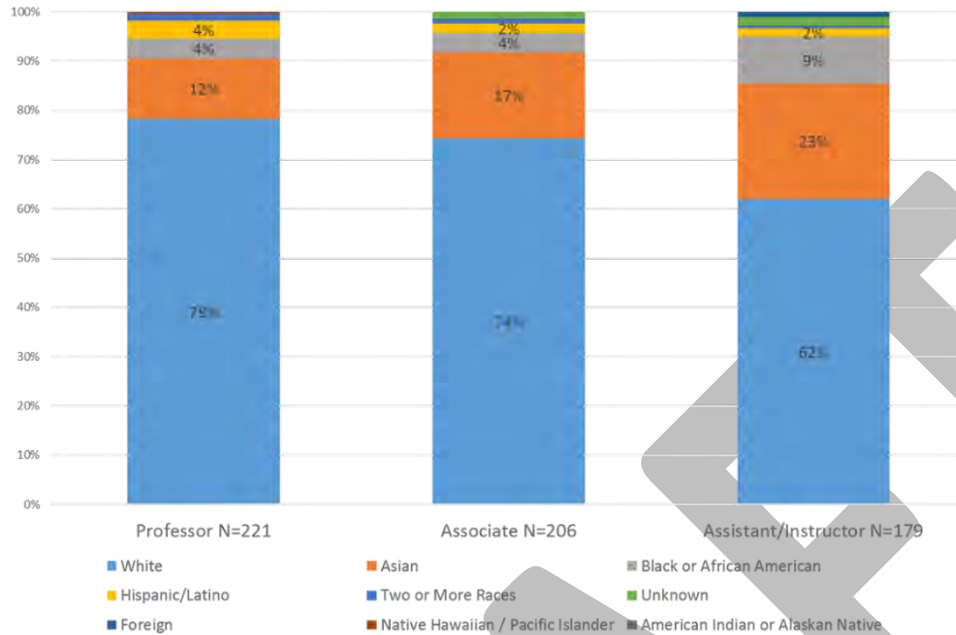


Figure 39: Race/Ethnicity of Tenured/Track Faculty by Rank, Fall 2018 (100% Stacked)

### Race/Ethnicity of Tenure Track / Tenured Faculty: Fall 2018

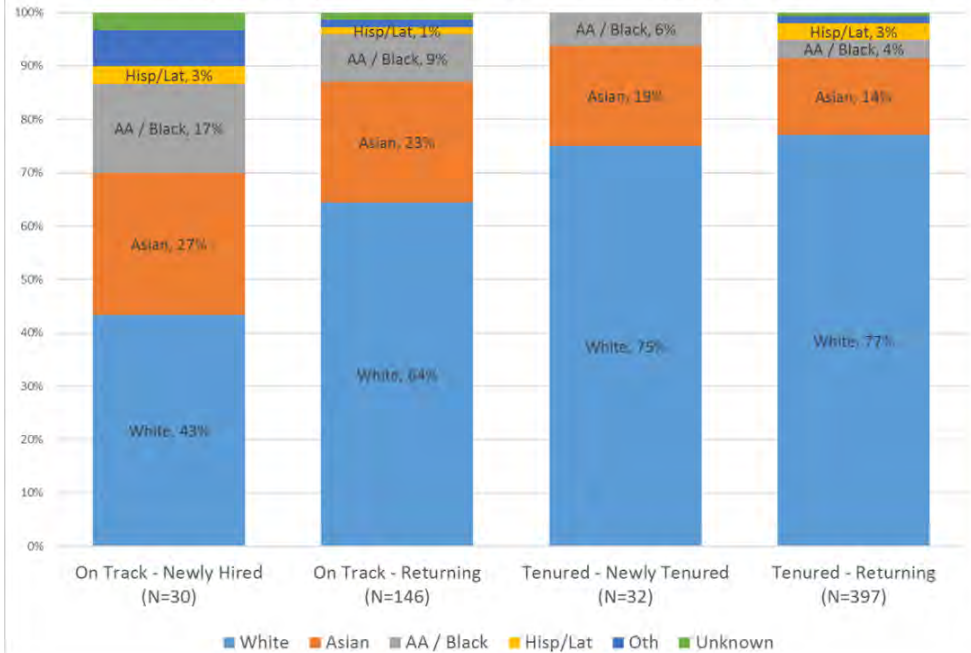


Figure 40: Race/Ethnicity of Tenured/Track Faculty Breakdown, Fall 2018 (100% Stacked)

Race/Ethnicity of Tenured and Tenure-Track Faculty, Fall 2018

| Race/Ethnicity                     | Tenure-Track |     |           |     | Tenured       |     |           |     |
|------------------------------------|--------------|-----|-----------|-----|---------------|-----|-----------|-----|
|                                    | Newly Hired  |     | Returning |     | Newly Tenured |     | Returning |     |
|                                    | N            | %   | N         | %   | N             | %   | N         | %   |
| Black or African American          | 5            | 17% | 13        | 9%  | 2             | 6%  | 14        | 4%  |
| Asian                              | 8            | 27% | 33        | 23% | 6             | 19% | 57        | 14% |
| Hispanic                           | 1            | 3%  | 2         | 1%  | 0             | 0%  | 12        | 3%  |
| White                              | 13           | 43% | 94        | 64% | 24            | 75% | 306       | 77% |
| Foreign                            | 1            | 3%  | 1         | 1%  | 0             | 0%  | 0         | 0%  |
| Unknown                            | 1            | 3%  | 2         | 1%  | 0             | 0%  | 3         | 1%  |
| Native Hawaiian / Pacific Islander | 0            | 0%  | 0         | 0%  | 0             | 0%  | 1         | 0%  |
| Two or More Races                  | 1            | 3%  | 1         | 1%  | 0             | 0%  | 4         | 1%  |
| Total                              | 30           |     | 146       |     | 32            |     | 397       |     |

| All Tenured / Tenure-Track Faculty |     |
|------------------------------------|-----|
| N                                  | %   |
| 34                                 | 6%  |
| 104                                | 17% |
| 15                                 | 2%  |
| 437                                | 72% |
| 2                                  | 0%  |
| 6                                  | 1%  |
| 1                                  | 0%  |
| 6                                  | 1%  |
| 605                                |     |

Table 3 - Race/Ethnicity of Tenured and Tenure-Track Faculty, Fall 2018  
 Data Source: Fall 2018 Employee Snapshot (Office of Institutional Research / TB 2019-02-14)

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Staff Data

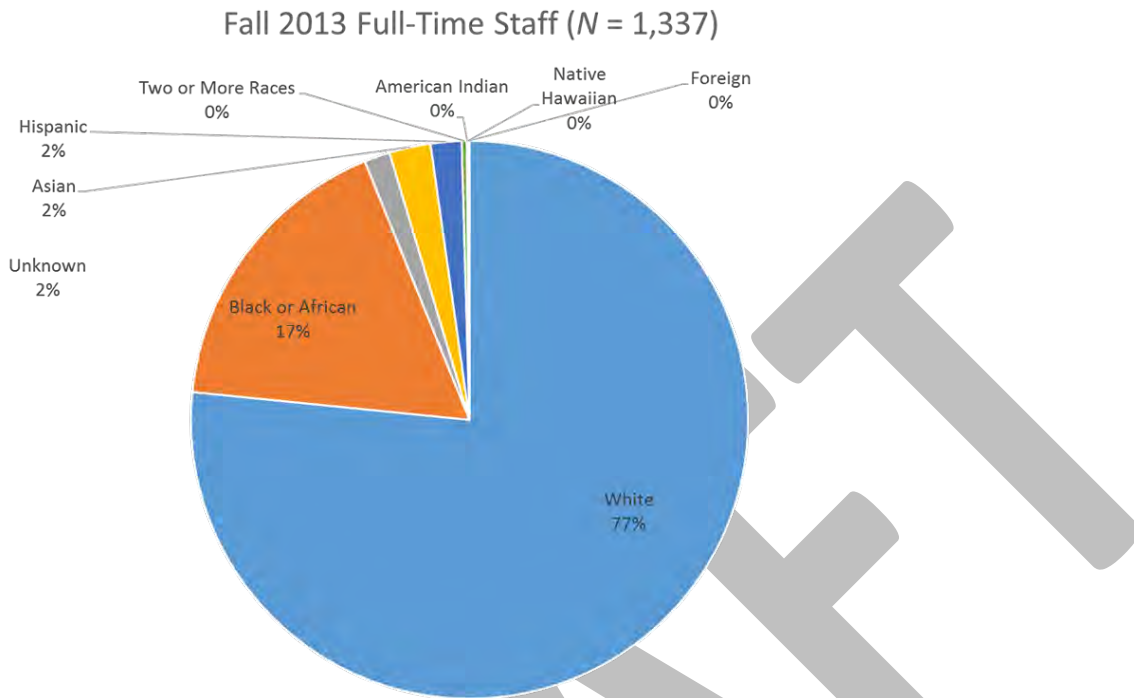


Figure 41: Race/Ethnicity of FT Non-Instructional Staff, Fall 2013

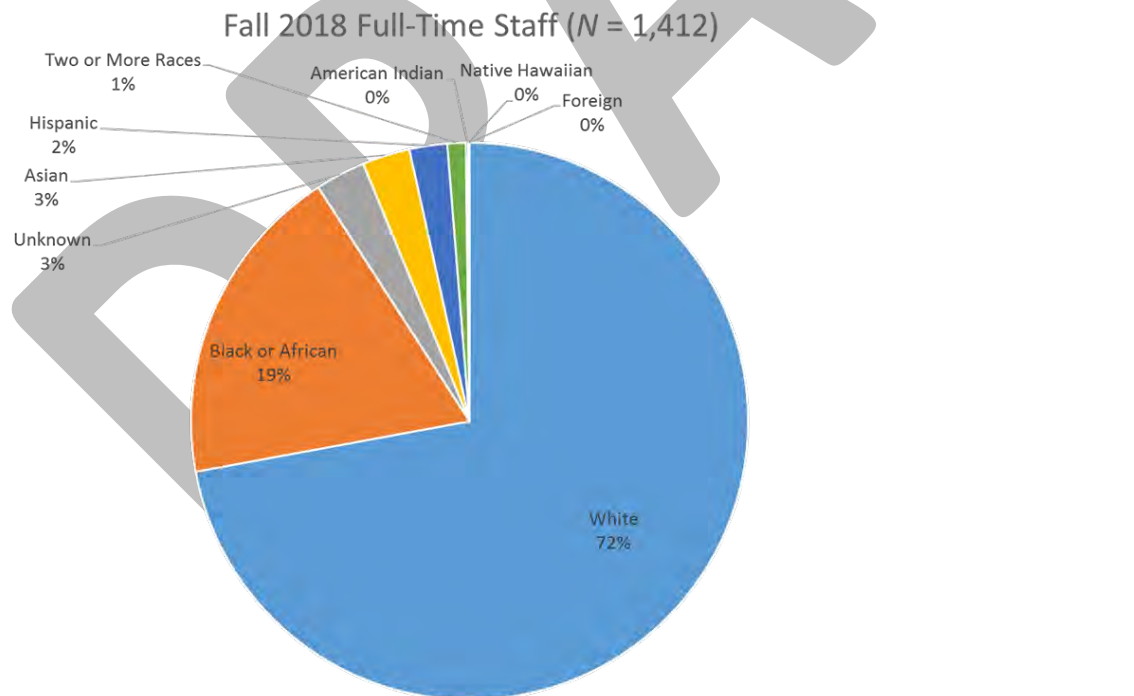


Figure 42: Race/Ethnicity of FT/Non-Instructional Staff, Fall 2018

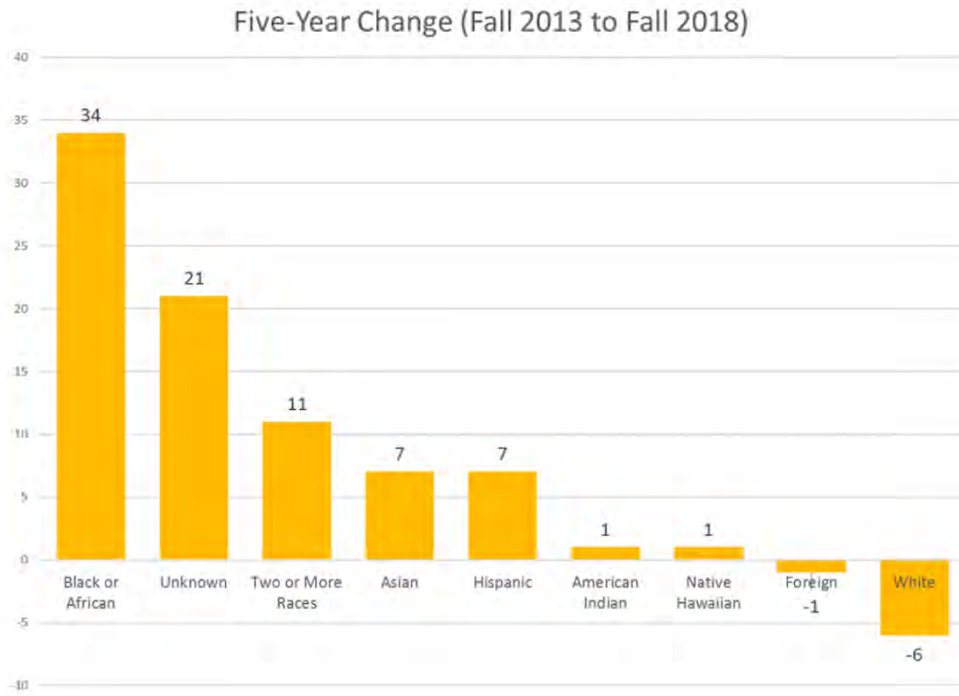


Figure 43: Five-Year Change of Race/Ethnicity of FT / Non-Instructional Staff, Fall 2013 to Fall 2018

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## Focus Group Data

| Group ID                 | Total Registered |
|--------------------------|------------------|
| ES.SFP.030719.01         | 5                |
| RT.FP.030819.01          | 1                |
| CC.SF.031319.01          | 5                |
| RC.SF.031319.02          | 3                |
| ES.SFP.031419.01         | 12               |
| RT.SF.031819.01          | 6                |
| ES.SF.032119.01          | 5                |
| RC.F.032519.01           | 3                |
| ES.FA2.032719.01         | 6                |
| RC.ST.032719.02          | 5                |
| ES.FA1.032919.01         | 4                |
| CC.F.040219.01           | 4                |
| CC.ST.040319.01          | 4                |
| ES.ST.040319.02          | 2                |
| RT.ST.040319.03          | 0                |
| RT.F.040519.01           | 8                |
| Intentional Focus Groups | 193              |
| Response form            | 12               |
| Grand Total              | 278              |

| Data Collection Method              |    |
|-------------------------------------|----|
| Retention Focus Group               | 3  |
| Recruitment Focus Group             | 3  |
| Education & Scholarship Focus Group | 6  |
| Climate Focus Group                 | 3  |
| Affinity Focus Group                | 6  |
| Employee and Student Focus Group    | 9  |
| Response Form                       | 12 |
|                                     | 42 |

| Designation    | initial | Total | actual | Total | TU No. | Rep % |
|----------------|---------|-------|--------|-------|--------|-------|
| Faculty        | 10      | 10    | 56     | 56    | 1,743  | 3.38% |
| Staff          | 12      | 12    | 104    | 104   | 1,826  | 5.86% |
| Students       | 6       | 6     | 69     | 69    | 22,923 | 0.30% |
| Undergraduates |         |       |        | 6     |        |       |
| Freshman       |         |       |        | 1     |        |       |
| Sophomore      |         |       |        | 0     |        |       |
| Junior         |         |       |        | 3     |        |       |
| Senior         |         |       |        | 2     |        |       |
| Graduates      |         |       |        | 10    |        |       |
| Other/Unknown  | 40      | 40    | 0      | 0     |        |       |
| Staff/Faculty  | 2       | 2     | 3      | 3     |        |       |
|                |         |       |        |       | 26,492 | 9.55% |

## Collecting Race/Ethnicity Data: Three Sources

1. Administrative Records (Citizenship Data)
2. Ethnicity Question
  - o Are you Hispanic or Latino?
3. Race Question
  - o Select one or more of the following races:
  - o American Indian or Alaska Native
  - o Asian
  - o Black or African American
  - o Native Hawaiian or Other Pacific Islander
  - o White

### Reporting Race/Ethnicity Data

| If the individual self identifies as...                      | Report to IPEDS as...                     |
|--------------------------------------------------------------|-------------------------------------------|
| Hispanic only, or Hispanic and any race category             | Hispanic                                  |
| Not Hispanic; American Indian or Alaska Native only          | American Indian or Alaska Native          |
| Not Hispanic; Asian only                                     | Asian                                     |
| Not Hispanic; Black or African American only                 | Black or African American                 |
| Not Hispanic; Native Hawaiian or Other Pacific Islander only | Native Hawaiian or Other Pacific Islander |
| Not Hispanic; White only                                     | White                                     |
| Not Hispanic; more than one race category                    | Two or more races                         |

| If the individual...                                                                                  | Report to IPEDS as...                                                          |
|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| Refuses to respond to both questions                                                                  | Unknown race and ethnicity                                                     |
| Responds No to the Hispanic question, but does not respond to the race question                       | Unknown race and ethnicity                                                     |
| Responds to the race question but does not respond to the Hispanic question                           | Report race as outlined above as if individual self-identified as non-Hispanic |
| Is a nonresident alien according to the visa and citizenship information on record at the institution | Nonresident alien                                                              |



## Appendix II: Glossary of Related Concepts

### Ability

The resources to perform something well

### Cultural Competence

“Seeing difference and understanding the difference that difference makes”<sup>18</sup>

### Cultural Proficiency

“Seeing difference and responding effectively in a variety of environments”



Think of five essential elements of cultural proficiency (at both individual and organizational levels):

Assess culture: name the differences

Value diversity: claim the differences

Manage the dynamics of diversity: reframe the differences

Adapt to diversity: train about the differences

Institutionalize cultural knowledge: change for differences<sup>19</sup>

### Discrimination

The unequal treatment of members of various groups based on race, gender, social class, sexual orientation, physical ability, religion and other categories<sup>20</sup>

<sup>18</sup> Lindsey, R., Nuri-Robins, K., and Terrell, R. (2009). *Cultural Proficiency: A Manual for School Leaders*. New York: Corwin.

<sup>19</sup> Lindsey, R., Nuri-Robins, K., and Terrell, R. (2009). *Cultural Proficiency: A Manual for School Leaders*. New York: Corwin.

<sup>20</sup> Institute for Democratic Renewal and Project Change Anti-Racism Initiative. *A Community Builder’s Tool Kit*.

## Diversity

The presence of difference and variety of personal experiences, values, and worldviews that arise from difference of identities, cultures, and circumstances

Differences include actual or perceived ability status, age, ancestry, body size, citizenship status, economic status, educational status, employment status, ethnicity, level of food and housing security, gender, gender identity, gender expression, incarceration experience, language, marital/partnership status, military/veteran status, national origin, neurodiversity, political affiliation, pregnancy/reproductive status, race/racial identity, religious affiliation/spiritual practice, sex and sexual orientation.

## Empowerment

When target group members refuse to accept the dominant ideology and their subordinate status and take actions to redistribute social power more equitably<sup>21</sup>

## Equality

Sameness, the idea that two or more people, communities or organizations are identical

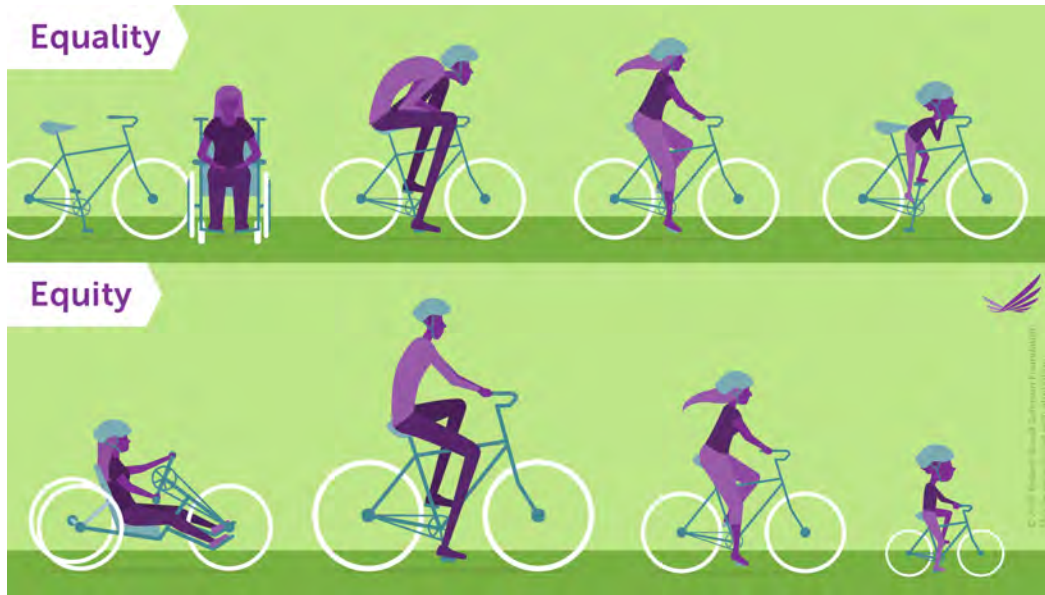
## Equity vs. Equality

Equality refers to sameness, where each individual/group/community receives absolutely equal treatment and resources. This, however, does not take into account the needs or the history of each individual and therefore equal treatment does not always result in equal experience. Sameness can often be used to maintain the dominant status quo. Instead, equity refers to fairness, where everyone gets what they need based on their individual needs and history.<sup>22</sup>

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<sup>21</sup>Adams, M., Bell, L. A. & Griffin, P. (Eds). (2016). *Teaching for Diversity and Social Justice: A Sourcebook*. New York: Routledge.

<sup>22</sup> Adapted from multiple sources by the W.K. Kellogg Foundation



## Equity

Fairness in access, treatment and opportunity, the guarantee of fair treatment, access, opportunity and advancement for students, faculty and staff at every stage of educational and career development

TU acknowledges there are historically underserved and underrepresented populations and every effort is made to identify and eliminate barriers preventing their full participation.

## Inclusion

Actively inviting the full participation and contributions of everyone

The act of creating environments where individuals feel welcomed, respected, supported and valued.

Inclusion authentically brings traditionally excluded individuals and/or groups into processes, activities and decision/policy making,<sup>23</sup> and involves the “the active, intentional and ongoing engagement with diversity” in people, the curriculum, the cocurriculum and communities—intellectual, social, cultural, geographical—in ways that increase one’s awareness, content knowledge, cognitive sophistication, global and intercultural fluency, cultural competence and empathic understanding of the complex ways individuals interact with values systems and institutions.<sup>24</sup>

<sup>23</sup> Crossroads Charlotte Individual Initiative Scorecard for Organizations Scorecard Overview, revised 3/12/07

<sup>24</sup> Association of American College & Universities. [Diversity, Inclusion, and Equity: Core Principles](#). Retrieved of March 4, 2020.

## Inclusive excellence

A commitment to continually building our capacity to embed diversity, inclusion and equity into our work across the university and the belief that our ongoing success is dependent upon this commitment

## Institutional Racism

Institutional racism refers specifically to the ways in which institutional policies and practices create different outcomes for different racial groups. The institutional policies may never mention any racial group, but their effect is to create advantages for whites and oppression and disadvantage for people from groups classified as nonwhite.<sup>25</sup>

## Neurodiversity

An expansion of conventional views beyond physical and intellectual disabilities to also include neurological—further reminding us disabilities are not always visible.

## Protected classes

For the purpose of TU policies and procedures, this includes age, color, disability, gender (including pregnancy-related medical conditions), gender identity, gender expression, homelessness status, national origin, race, religion, sexual orientation and veteran status.

## Privilege

Unearned access to resources (social power) that are only readily available to some people because of their social group membership; an advantage, or immunity granted to or enjoyed by one societal group above and beyond the common advantage of all other groups. Privilege is often invisible to those who have it.<sup>26</sup>

Because hierarchies of privilege exist, even within the same group, people who are part of the group in power often deny they have privilege even when evidence of differential benefit is obvious.<sup>27</sup>

## Racial Equity

Racial equity is the condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares. When we use the term, we are thinking about racial equity as one part of racial justice, and thus we also include work to address root causes of inequities, not just their manifestation. This includes elimination of policies, practices, attitudes and cultural messages that reinforce differential outcomes by race or fail to eliminate them.<sup>28</sup>

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<sup>25</sup> Potapchuk, M., Leiderman, S., Bivens, D. and Major, B. (2005). *Flipping the Script: White Privilege and Community Building*

<sup>26</sup> National Conference for Community and Justice. [What is Privilege?](#) Retrieved on March 4, 2020.

<sup>27</sup> Institute for Democratic Renewal and Project Change Anti-Racism Initiative. (1999). [15 Tools for Creating Healthy, Productive Interracial / Multicultural Communities: A Community Builder's Tool Kit.](#)

<sup>28</sup> Center for Assessment and Policy Development (as cited in [Racial Equity Tools Glossary](#). Retrieved on March 4, 2020.)

## Social Justice

Social justice includes a vision of society in which the distribution of resources is equitable, and all members are physically and psychologically safe and secure. Social justice involves social actors who have a sense of their own agency as well as a sense of social responsibility toward and with others and the society as a whole.<sup>29</sup>

It is the conceptual framework for TU's commitment to diversity, equity, and inclusion. The institution recognizes its responsibility to examine traditional power structures and to address unfair treatment of any university constituent within these structures. Moreover, TU intends to educate and empower all members of the community to think critically about systems of marginalization and oppression. This includes a deeper understanding of privilege and the need for all in the community to work toward equity and fairness in the pursuit of transformation of lives, professions and societies.

## Structural Racism

"The structural racism lens allows us to see that, as a society, we more or less take for granted a context of white leadership, dominance and privilege. This dominant consensus on race is the frame that shapes our attitudes and judgments about social issues. It has come about as a result of the way that historically accumulated white privilege, national values and contemporary culture have interacted so as to preserve the gaps between white Americans and Americans of color."<sup>30</sup>

For example, we can see structural racism in the many institutional, cultural and structural factors that contribute to lower life expectancy for African American and Native American men compared to white men. These include higher exposure to environmental toxins; dangerous jobs and unhealthy housing stock; higher exposure to and more lethal consequences for reacting to violence, stress and racism; lower rates of health care coverage; access and quality of care; and systematic refusal by the nation to fix these things.<sup>31</sup>

## Tolerance

TU's commitment to diversity, inclusion and equity requires us to move beyond tolerance as an appropriate goal. The conventional usage of the word often implies putting up with something that one may find objectionable and/or unpleasant.

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<sup>29</sup> Maurianne Adams, Lee Anne Bell, & Pat Griffin, editors. (2016). *Teaching for Diversity and Social Justice: A Sourcebook*. New York: Routledge

<sup>30</sup> Fulbright- Anderson, K., Lawrence, K., Sutton, S., Susi, G., & Kubisch, A. (2004). *Structural Racism and Community Building*. New York: Aspen Institute

<sup>31</sup> Potapchuk, M., Leiderman, S., Bivens, D., & Major, B. (2005). *Flipping the Script: White Privilege and Community Building*

## Underrepresented

Populations that are disproportionately represented. Historically underrepresented groups (HUGs) continue to have limited participation at TU.

## Underrepresented minorities (URM)

As defined by state guidelines, this group includes students who are U.S. citizens and identify as Hispanic/Latino, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander or multiple races. Students are not counted as racial/ethnic minorities if they are nonresident aliens, if they identify as white only, or if their race/ethnicity is unknown. Race/ethnicity categories are reported per specifications from the National Center for Education Statistics.<sup>32</sup>

## Underserved

Those who do not have access to equitable resources.

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<sup>32</sup> National Center for Education Statistics, <https://nces.ed.gov/ipeds/report-your-data/race-ethnicity-collecting-data-for-reporting-purposes>

## Appendix III: Acknowledgements

President Kim Schatzel, Ph.D.

| <i>More Inclusive TU: Diversity Strategic Plan Task Force</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Jennifer Ballengee, Ph.D.</b><br/>Professor, Department of English,<br/>College of Liberal Arts<br/>Chair, Academic Senate</p> <p><b>Nate Barker</b><br/>Employee &amp; Labor Relations Manager, Office<br/>of Human Resources<br/>Administration and Finance</p> <p><b>Ziad Bentahar, Ph.D.</b><br/>Assistant Professor, Department of Foreign<br/>Languages<br/>College of Liberal Arts</p> <p><b>Amanda Burnham, M.F.A.</b><br/>Professor, Department of Art + Design, Art<br/>History, Art Education<br/>College of Fine Arts &amp; Communication</p> <p><b>Tim Bibo Jr.</b><br/>Director, Office of Institutional Research<br/>Academic Affairs</p> <p><b>Brenda Conley, Ph.D.</b><br/>Assistant Professor, Department of<br/>Instructional Leadership &amp; Professional<br/>Development<br/>College of Education</p> <p><b>Leah Cox, Ph.D.</b><br/>Vice President of Inclusion and Institutional<br/>Equity<br/>Office of Inclusion &amp; Institutional Equity</p> <p><b>Robert Giordani</b><br/>Associate Vice President for Enrollment<br/>Management and Registrar<br/>Office of the Provost</p> | <p><b>Col. Charles “Joe” Herring</b><br/>Chief of Police<br/>Director, Office of Public Safety<br/>Administration and Finance</p> <p><b>Brian Jara</b><br/>Coordinator of Diversity Trainings &amp;<br/>Initiatives<br/>Office of Inclusion &amp; Institutional Equity</p> <p><b>Felicity Knox</b><br/>Cook Library Special Collections and<br/>Archives, Library Associate<br/>Albert S. Cook Library</p> <p><b>Khouri Lassiter</b><br/>Director of Diversity &amp; Inclusion<br/>Student Government Association</p> <p><b>Matthew Lenno</b><br/>Assistant Vice President, Campus Life<br/>Student Affairs</p> <p><b>Gilda Martinez-Alba, Ed.D.</b><br/>Professor &amp; Assistant Dean<br/>College of Education</p> <p><b>Alison McCartney, Ph.D.</b><br/>Professor, Department of Political Science<br/>College of Liberal Arts<br/>Faculty Director, Honors College</p> <p><b>Cpt. Woodrow Myers</b><br/>University Police, Office of Public Safety<br/>Administration and Finance</p> <p><b>Stephen Rosenfeld</b><br/>Director of Alumni Communication and<br/>Recognition<br/>University Advancement</p> |

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Shaunna Payne Gold, Ed.D.</b><br/>Assistant Provost for Diversity and Inclusion<br/>for Academic Affairs, Office of the Provost</p> <p><b>Ardys Russakis</b><br/>Senior Strategist, BTU and Anchor Initiatives<br/>Strategic Partnerships &amp; Applied Research</p> <p><b>Lisa Simmons</b><br/>Lecturer, Business Excellence Program<br/>College of Business &amp; Economics</p> <p><b>Antwaine Smith</b><br/>Senior Assistant Athletic Director<br/>Athletics</p> <p><b>Wendy Whitner, M.P.H, Ph.D.</b><br/>Clinical Assistant Professor of Health<br/>Sciences<br/>College of Health Professions</p> <p><b>Mia Williams</b><br/>Graduate Student Association</p> <p><b>Donn Worgs, Ph.D.</b><br/>Professor of Political Science<br/>College of Liberal Arts</p> | <p>Task Force Administrative Support:</p> <p><b>Paul Schuler</b><br/>Executive Administrative Assistant<br/>Office of Inclusion &amp; Institutional Equity</p> <p>Task Force Facilitator:</p> <p><b>Kathleen Case</b><br/>Case Leadership Institute, LLC</p> <p>Task Force Members No Longer At Towson<br/>University, with Former Affiliations:</p> <p><b>Joel Bolling</b><br/>Student Affairs and<br/>Office of Inclusion &amp; Institutional Equity</p> <p><b>Laura Clapper</b><br/>University Marketing and Communications</p> <p><b>Jordan Lean '19</b><br/>Student Government Association</p> |
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Special thanks to the following university offices and organizations for their assistance:

*Institutional Research, Special Collections and University Archives, University Marketing and Communications, International Initiatives, University Staff Senate, Fraternity & Sorority Life, Athletics, Police Department, University Accessibility Advisory Committee, the Provost's Diversity and Inclusion Faculty Fellows Program, the Asian Faculty and Staff Association, the Black Faculty and Staff Association, the Jewish Faculty and Staff Association, the Latinx Faculty and Staff Association, the LGBTQ+ Faculty and Staff Association, the Women's Faculty and Staff Association*



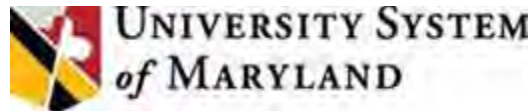
# **UNIVERSITY OF BALTIMORE**



**2018-2019**

**INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY  
ANNUAL PROGRESS REPORT**

**SUBMITTED TO**



**DATE SUBMITTED: APRIL 23, 2020**

**POINT OF CONTACT: DARLENE BRANNIGAN SMITH, PH.D.  
EXECUTIVE VICE PRESIDENT AND PROVOST**

## **ENHANCING UB'S LEADERSHIP IN DIVERSITY AND INCLUSION BACKGROUND and ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PRIORITIES**

Diversity is comprehensively defined at the **University of Baltimore**. UB embraces racial and ethnic groups and individuals who are, or have been, underrepresented in higher education and includes in its definition of diversity other important characteristics, such as: religious affiliation, sexual orientation and gender identity, disability, foreign nationality, and non-traditional student status. At UB, inclusion describes the active, intentional and ongoing engagement with diversity – in people, in the curriculum and co-curriculum, and in communities that are relatable to individuals (e.g., intellectual, social, cultural, geographic).

The University of Baltimore Strategic Plan 2018-23: Re-Imagining UB solidified its commitment to diversity, equity and inclusion. 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.

Together with this plan and the aligned university-wide Institutional Plan for Cultural Diversity, UB has developed a strategic framework to identify and address practices and policies that support diversity, equity and inclusion. In order to foster diversity and create inclusive excellence, the University embraces several principals outlined in the Institutional Plan for Cultural Diversity including:

1. A campus climate that acknowledges, welcomes, supports and celebrates diversity, equity and inclusion among students, faculty and staff.
2. 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.
3. 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
4. The infusion of diversity-content in the academic curriculum and co-curricular programs.

UB's goal is to recruit and retain a diverse community of successful students, faculty and staff. Specifically, UB strives to close the achievement gap for all students and increase its academic profile.

## THE UNIVERSITY'S DIVERSITY PROFILE

The University of Baltimore continues to be the most evenly diverse of the Maryland public 4-year universities, as measured by the Campus Diversity Index<sup>1</sup> attracting an exceptionally diverse student body relative to race and socio-economic circumstances. UB serves the working-age population of Baltimore and Maryland (average age for undergraduate students is 28; graduate, 33; and law 28) with a majority of students (87%) living in Maryland. Female students represent the majority of students; 59% at the undergraduate level and 66% at the graduate level, and 52% in School of Law. Nearly half of the undergraduate students are Pell-eligible.

The University has experienced significant growth in the representation of underrepresented racial and ethnic groups in UB's student body over the last ten years. The percentage of undergraduate students who identify as a belonging to an underrepresented racial and ethnic group increased from 47% to 58%, with African-American students now representing 47% of the undergraduate student body. (The racial and ethnic profile of our students, faculty and staff is provided in the appendix below.) The percentage of Hispanic students remains small but is currently at its highest level at six percent. Additionally, the percentage of students identifying as two or more races has remained stable at about 4% since 2014, making it nearly as prevalent as Asians (5%).

The growth in the percentage of African American students at the graduate level, while not as steep as the undergraduate level, still recorded remarkable gains from 20% in 2009 to approximately 36% in 2019, a 16%-point gain.

Diversity in faculty employment shows slower gains than for students in that employment longevity provides for far slower turnover among faculty than students. Although the change is more gradual, it is consistent and significant. UB regular faculty were 16% underrepresented minorities in fall 2010 and are now twenty percent. This percentage exceeds the percentage of U.S. doctorate degrees awarded to underrepresented minorities in 2017/18<sup>2</sup>, which was 14%. Although faculty employment draws on a national market, UB's higher percentage of underrepresented minority faculty recognizes the higher proportions of candidates in the U.S. northeast and mid-Atlantic regions. UB's hiring of a diverse workforce of tenure and tenure-track faculty remains a challenge for the University. However, among adjunct faculty, where the longevity is short-term, the change is more rapid, increasing from 13% in fall 2010 to 26% in fall 2019—doubling over a decade.

This Annual Progress Report describes strategies for implementation and measures for UB's progress with a number of high-level indicators. Upon evaluation, the University is pleased to report its progress over the past year to include the following achievements, among others:

- Increased academic profile of entering freshmen 2019 class (SAT average increased to 1064); highest profile since inception of program in 2007. Reduced the SAT interquartile range of about 200 over the past 8 years to 145 in fall 2019 while maintaining our diverse student body.

<sup>1</sup> *University of Baltimore Factbook 2019*, calculated from MHEC data, fall 2019.

<sup>2</sup> <https://www.statista.com/statistics/185310/number-of-doctoral-degrees-by-ethnicity/>

- Increased the overall number of Hispanic students in fall 2019 by 50 students, or approximately 25%
- Increased retention for first-time, full-time students from 68.1% in 2016 to 86.8% in 2019
- Improved six-year graduation rate for African American students by 13.5%-points in one year; to the highest recorded.
- Successfully closed the achievement gap.
- Developed an Institutional Plan for Cultural Diversity in 2018.
- Initiated development of faculty diversity plans for each college.
- Created first annual faculty, staff and student awards in 2019 to recognize those who made significant contributions to promote diversity, equity and inclusion.
- Conducted a student campus climate (sexual assault) survey.
- Conducted Title IX sexual misconduct and general sexual harassment prevention training for all staff and faculty.
- Held “train-the-trainer” workshops on culturally sensitive teaching in 2019.
- Designated and hired an employee dedicated to training and development responsibilities, including programming that supports diversity and inclusion efforts.
- Instituted leadership training and development for academic and administrative leaders in 2019, including FMLA, ADA for employees and students, first amendment and documenting incidents.
- Revamped new employee orientation to emphasize anti-discrimination policies and expectations for conduct.
- Demonstrated in both the freshmen and senior class levels areas of distinction in the National Survey of Student Engagement (NSSE). UB compared with the top 10% of institutions nationwide for students reporting the NSSE indicator *Learning with Diverse* others at high levels of engagement.
- Sustained significant increases in the number of African American adjunct faculty over the last decade.
- Achieved slow but steady growth in the percentage of diverse faculty and staff.

As indicated, UB does an excellent job of offering a wide array of services and events to support students. However, given the complex lives of UB’s primarily older and working student population, their ability to participate in programmatic offerings is limited. The University is exploring ways to embed more student events into courses and to offer virtual events. Finally, the University is aware of the need to expand its pool of diverse faculty applicants and new hires, and continued tracking and assessing its initiatives. These initiatives, including improvements in tenured-track faculty diversity, are among the University’s priorities going forward.

| <b>Goal 1:</b> 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. 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 assessing the progress of each initiative/strategy                                                                                                                                                                                                                                                   | Data to demonstrate where progress has been achieved / indicators of success                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Areas where continuous improvement is needed                                                                                                                                                                                                                                                                                                                    |
| Examine faculty recruitment, selection and hire process to identify and confirm candidate pool diversity and representation throughout various selection milestones and hire decisions                                                                                                                               | #,% of diverse candidate representation in all milestone categories. # diverse search committee members and hiring authorities.                                                                                                                                                                              | 5 years of trend data has been collected. Progress is dependent upon volume of faculty recruitment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Design and deliver search committee training on managing bias. Observation of selection process.                                                                                                                                                                                                                                                                |
| Expand outreach for city and regions' growing Hispanic and Asian populations.                                                                                                                                                                                                                                        | Expanded outreach for Hispanic and other International Students.<br><br>Partnered with Featherstone Foundation and Embassy of Mexico and increased scholarships by 4 at \$2,000 each. Foundation offered a total of 10 scholarships in 2019 and is planning to offer 10 scholarships in 2020 at \$2000 each. | Hispanic students 3 % in 2010. 4 % in 2018 and 6% in 2019). Hired a LatinX focused Admission Counselor, promoted his language skills on web pages and in publications (Started in Fall 2019).<br><br>Added Spanish language content to web; produced virtual & printable recruitment flyer (completed January 2020). Increased recruitment for Hispanic-serving events such as the National Hispanic College Fairs and Mi Futuro College Fair. Increased outreach community colleges (CC) serving large LatinX and other international populations, including: Prince George's CC (Largo and Hyattsville), Montgomery College, Baltimore City CC and Anne Arundel CC. | Expand outreach: increase in feeder community colleges: PGCC and MC as well as USG. Additional pages to be translated (English to Spanish) in coming months. Developing new strategies to target Hispanic, Asian and African populations through community college student organizations and various serving non-profits- specifically college access programs. |
| Expand dual enrollments for Baltimore City high school students through USM B-Power Initiative.                                                                                                                                                                                                                      | # of city students in College Readiness Academy in Fall 2019<br># of city students registered for dual enrollments in spring 2020.                                                                                                                                                                           | 241 students registered for 3-credit dual enrollment Fall 18-Spring 19, 95% of them from Baltimore City Public Schools. 70% met G.E. requirement for math or writing;                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Measure matriculation rate to UB, in general, and to college specifically.                                                                                                                                                                                                                                                                                      |

|                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Leverage B-Power initiative to expand outreach to Baltimore City students.                                                                                                                                                                                                                                                   | Number of new activities.                                                                                                                                                                                                                                                     | Workshops for Baltimore City Public Schools counselors. Lyric Opera House middle school. Urban Alliance Public Speaking Challenge. Building STEPS SAT prep workshops. Summer Academy approx. 400 students. Grads2Careers summer program with Baltimore's Promise and the Mayor's Office of Economic Dev.                                | Increase in freshmen enrollments from Baltimore City high schools.                                                                                                                                             |
| Extend reach of the Bob Parsons Veterans Center in Baltimore/area community. Become a known by local Community College circuit (Harford CC, Baltimore City CC, Anne Arundel CC). Establish presence at two major, Army bases (Aberdeen Proving Ground, Fort Mead) & good working relationship with Education Service Office. | Attendance at local Community College (CC) fairs/special events and military base educational fairs. Hosting veteran representatives from local Community Colleges at the Vet Center in recruiting/informational sessions. Expanding footprint into local military community. | Improving Admissions and Registrations processes to ease transition of military-connected students. Success: 28 identified military-affiliated graduates in Fall 2019, 43 identified military-affiliated graduates in Spring 2019. Military-connected students at UB remained at a relatively flat level of approximately 350 students. | Working with other UB offices (Bursar, Financial Aid, and Registrar) to ensure UB has best processes for veteran students including improving processing of financial aid & refunds for priority registration. |
| LLM – Laws of the United States (LOTUS). School of Law offers LLM in Laws of US for foreign-trained lawyers.                                                                                                                                                                                                                 | Enrollment data.                                                                                                                                                                                                                                                              | This year's students represent 15 different countries                                                                                                                                                                                                                                                                                   | Continue LLM-US program for flexibility to attract permanent residents.                                                                                                                                        |
| The Fannie Angelos' Program selects eight Baltimore Scholars from HBCUs to attend the UB school of Law with full tuition.                                                                                                                                                                                                    | Increase law school diversity.                                                                                                                                                                                                                                                | 113 students have been admitted to law schools across U.S. 30 students currently enrolled in law schools across the country: 21 UB. 61 graduated from law schools across U.S. 39 members of Maryland Bar.                                                                                                                               | Assess retention rates of students in the program and outcomes related to law school admission and success.                                                                                                    |

| <b>Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.</b>                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:                                                                                                                                                                                                        | Metrics to measure how progress of each initiative/strategy is being evaluated                                                                                                                                                                                                                                                                                | Data to demonstrate where progress has been achieved / indicators of success                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Areas where continuous improvement is needed                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>• faculty and staff cultural training programs;</li> <li>• curricular initiatives that promote cultural diversity in the classroom; and</li> <li>• co-curricular programming for students.</li> </ul>                                                                                       |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>Second Chance Program: UB selected for in the U.S. Dept. of Ed. Second Chance Pell Grant Experimental Sites. Objective to provide post-secondary education to incarcerated students prior to release, reducing likelihood of recidivism, improving educational &amp; employment. Classes at Jessup Correctional Facility.</p>   | <p>Evaluated with Student Learning Objectives (SLOs) for courses; Student making satisfactory progress in program.</p>                                                                                                                                                                                                                                        | <p>Course assessment data; Transcript analysis; probation reports from program; 58 students currently enrolled. Transcript analysis shows average GPA of 3.489. Majority of students had a GPA of 3.00 or better.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Continue to review course offerings that are permissible in the prison.</p>                                                                                                                                                                                                                                                                                                                                                                                |
| <p>Title IX sexual misconduct, online training for all students, staff, and faculty.<br/>A state-mandated biennial sexual assault climate survey of all students.<br/>An employee sexual misconduct comprehension and resources questionnaire that is administered at the conclusion of each employee biennial training cycle.</p> | <p>Staff and faculty completion rates for mandatory biennial training and on-going training for each new employee at orientation sessions offered monthly. The number of students that complete the student online training module with assessment tools embedded. The number of students that participate in the biennial sexual assault climate survey.</p> | <p>Employee completion of mandatory biennial training: Seventy-six (76%) percent of staff and faculty completed the mandatory biennial training as of June 21, 2019 – the conclusion of the last training cycle. This initial training featured an optional post-questionnaire to further engage the population. The employee that failed to meet the obligation on time were targeted for subsequent training and given new deadlines. As of April 2019, 849 total faculty and staff have been trained. The next biennial training cycle will begin in 2021. A new employee hire training program now includes sexual misconduct community and captures employees within the first two months of employment. All current UB students, with limited exceptions, are 100% compliant with sexual misconduct training. Newly enrolled students are required to complete the training prior to course registration, which</p> | <p>The challenge is to pinpoint the ideal time for conducting employee online training when the highest participation rates can be achieved, especially for faculty availability. Challenges are to pinpoint the ideal time for conducting the student campus climate survey and the appropriate incentives to secure the highest student participation rate possible. This MHEC survey requirement mandates completion by March 1 of the reporting year.</p> |



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|                                                                                                 |                                                           | is the reason why UB can maintain a completion rate of 100%. A limited number of students receive a deadline waiver to complete training within three months.                                                                                                                                                                                      |                                                                        |
| Diversity class - Creating a Diverse and Inclusive Environment on Aug 6, 2019                   | Attendance                                                | 12 staff members in attendance                                                                                                                                                                                                                                                                                                                     | Review assessment for continuous improvement.                          |
| Culture and Diversity Committee - Diversity, Equity, and Inclusion Awards                       | Development of awards process                             | 10 nominations were submitted for faculty and staff awards. Awards for each category were given out as part of the university's employee celebration in December                                                                                                                                                                                   | Expand knowledge of awards and increase number of nominations          |
| Develop a Hate Bias Response Committee and Protocol                                             | Create protocol and launch a Hate Bias Response Committee | The Office of Student Support in collaboration with Culture and Diversity Committee continued developing a protocol goal of launching a Hate Bias Response Committee in fall 2020. The goal will be to accept & review reports of hate/bias that do not meet threshold of student conduct or discrimination, but should be reviewed and addressed. | Ongoing training and awareness.                                        |
| Amira Rose Davis event co-sponsored by the History Program and the Diversity and Culture Center | Attendance Data                                           | 67 students & faculty attended this open to the public event. Dr. Davis discussed current book, <i>Can't Eat a Medal: The Lives and Labors of Black Women Athletes in the Age of Jim Crow</i> , tracing history of black women's athletic labor & symbolic representation.                                                                         | Continue to offer co-sponsored programs on topics related to diversity |
| Diversity and Culture Center – Diversity Dialogue Series                                        | Attendance Data                                           | 78 students & staff attended the three dialogue events this year. Topics include – <i>Advocacy &amp; empowerment in mental health; Hidden figures in the black community; and discussion about Latinx cultures.</i>                                                                                                                                | Increase program offerings throughout the year.                        |
| Diversity and Culture Center- National Coming Out Day                                           | Attendance Data and knowledge of Gender Pronouns          | 30 students and staff attend this event. Distribution of Gender Pronouns cards and buttons. Post event participant dialogue.                                                                                                                                                                                                                       | Increase program offerings throughout the year.                        |
|                                                                                                 |                                                           |                                                                                                                                                                                                                                                                                                                                                    |                                                                        |
| Baltimore Faith Based Initiative (Schaefer Center)                                              | Attendance, Number of students graduating                 | # of congregations participating (5 in 2019 and 3 in 2020); # of students completing program (15 students graduated in 2020)                                                                                                                                                                                                                       | Review assessment data to determine ways to reach more participants.   |

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| Community Engagement Fellows                                                                                                                                                                                       | Satisfaction of students and sponsoring agencies                                                                                                                                  | Placement of 8 students (Spring 2020) in community organizations to assist solving community issues & problems                                         | Development of internal staff member to support program.                               |
| Student Consulting Program for Nonprofits (Schaefer Center)                                                                                                                                                        | Number of students: satisfaction of students & agencies                                                                                                                           | Three students placed with the People Encouraging People Organization (Non-profit serving disabled or disadvantaged).                                  | Track success of students in these placements.                                         |
| Maryland Equity and Inclusion Program (Schaefer Center for Public Policy offered in Collaboration with the Maryland Office of Civil Rights)                                                                        | Number of students involved; # graduating; satisfaction of students.                                                                                                              | 33 of 37 students completed the program for a graduation rate of 89%                                                                                   | Completion rate is high. Continue to strive for 100% completion.                       |
| “Talking About Race” discussion with Dr. Beverly Tatum and Dr. Sonja Santelises. Co-Sponsored with Open Society Institute                                                                                          | Number of Attendees                                                                                                                                                               | Review ways to increase numbers. Consider course embedded assignments.                                                                                 | Discuss at leadership meetings.                                                        |
| “The Master Plan” Book Signing and Talk with Chris Wilson, former prisoner who turned his life into a Second Chance                                                                                                | Number of Attendees                                                                                                                                                               | Review ways to increase numbers. Consider course embedded assignments.                                                                                 | Discuss at leadership meetings.                                                        |
| Opioids and Addiction: A Public Health Approach to Change-Rosenberg Lecture                                                                                                                                        | Number of Attendees                                                                                                                                                               | Review ways to increase numbers. Consider course embedded assignments.                                                                                 | Discuss at leadership meetings.                                                        |
| Women in Leadership: Inspiring Positive Change sponsored by Public Administration Student Association and College of Public Affairs                                                                                | Number of Attendees                                                                                                                                                               | Review ways to increase numbers. Consider course embedded assignments.                                                                                 | Discuss at leadership meetings.                                                        |
| Dr. Elka Porter supervised 3 women (1 from Nigeria from MSU) last summer (summer 2019) in a 10-week PEARL research internship at the Patuxent Environmental and Aquatic Research Laboratory (PEARL), Morgan State. | Each student gave 2 research presentations throughout their internship at the PEARL/MSU. 2 of the students went on to present their research (posters) at scientific conferences. | All students successfully completed their research internship, presented their work at the PEARL/MSU and at conferences or Frostburg State University. | Discuss potential for increased participation.                                         |
| Revised the ENGL 365 Curriculum for Shakespeare to emphasize feminist studies and race studies. This course is now online to increase enrollment.                                                                  | Theory Paper                                                                                                                                                                      | Department assessment of essays                                                                                                                        | Review SLO’s in the context of persistence and graduation rates by race and ethnicity. |
| ARTS 201 – Dr. Rachael Zeleny led 3 workshops on empowering students to have a say in whether or not public spaces have done                                                                                       | Papers, presentations with public figures in attendance                                                                                                                           | Published article on efficacy of assignment and course which includes comments from students                                                           | Review SLO’s in the context of persistence                                             |

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| the work to be inclusive, accessible, and diverse.                                                                                                                                                                                                              |                                                                                                                                                            |                                                                                                                   | and graduation rates by race and ethnicity.                                            |
| APPL Counseling Psychology Master's program has a foundation of multicultural and social justice. Course descriptions and student learning objectives for 28+ of MS courses.                                                                                    | Student performance measures; SLO measures                                                                                                                 | Student performance measures; SLO's                                                                               | Review SLO's in the context of persistence and graduation rates by race and ethnicity. |
| Many psychology classes: several faculty members have begun to ask students to what gender pronouns they prefer.                                                                                                                                                | Not all students appear to know/understand what gender pronouns are                                                                                        | Students will be surveyed at the end of the semester about feelings of inclusion                                  | Review course evaluations of persistence disaggregated.                                |
| PSYC 305 - Multicultural Psychology course offered every spring - in-class experiential exercises, discussion, etc.                                                                                                                                             | Course SLOs                                                                                                                                                | Course grades, reflection papers, journals                                                                        | Review course evaluations of persistence disaggregated.                                |
| APPL 625 - Multicultural Counseling - in-class experiential exercises, discussion, etc.                                                                                                                                                                         | Course SLOs                                                                                                                                                | Course grades, reflection papers, journals                                                                        | Review course evaluations of persistence disaggregated.                                |
| Individual research agenda focusing on multicultural education & racial identity (specifically Whiteness) issue in training                                                                                                                                     | Faculty & Students engaged in research design, study implementation, data collection, research presentations                                               | Conference presentations, publication, national interest in research topics                                       | Increase number                                                                        |
| Star Power: In-class experiential exercise, research project, and e-book chapter on educational game mimicking effects of capitalist socioeconomic stratification on psychological variables                                                                    | Quantitative and qualitative data                                                                                                                          | Conference presentations, publication, national interest in research topics                                       | Increase number                                                                        |
| APPL/PSYC faculty Invited e-book chapters on in-class experiential exercises in multicultural psychology regarding privilege and oppression                                                                                                                     | Quantitative and qualitative data                                                                                                                          | Embedded course assignments.                                                                                      | Increase number by providing more support for faculty.                                 |
| Students in the AIT program were encouraged to attend the "Brown Lecture Series: Dr. Mae Jemison" at the Enoch Pratt Free Library on February 19, 2020. Several attended and spoke directly with Dr. Jemison, the first African American woman to fly in space. | Discussion with the students about the event. The event was not associated with any course in particular, so a general discussion is all we could achieve. | Anecdotal evidence that the students learned from meeting Dr. Jemison in person as well as from her presentation. | Consider repeating                                                                     |

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| INFO 110 sections taught by Sarah Gilchrist aligned curricular content with two community partners: Moveable Feast (Fall 2019) and PRIDE Center of Maryland (Spring 2020).                                                                                                                                                                                                                                       | Cultural investigation of community partners led to published and presented solutions to specific groups, including: homeless with medical food needs, citizens facing lead poisoning, LGBTQIA+ youth. | Documentation includes presentation slides, printed reports, and feedback from community partners.                                                                                                                                                                  | Encouraging adoption of INFO 110 community-focused syllabi will require administrative and advisor support for additional sections of this class.    |
| Merrick School of Business Global Field Studies/Study Abroad – Ghana (Jan 2020); <i>Cancelled Due to Covid-19 Pandemic</i> : Planned Global Field Studies to Thailand (Mar 2020) and Switzerland (May 2020) & participation in the Berlin International Summer School Exchange Program. Thailand (Jan 2019), England (Mar 2019), Finland (May 2019), Berlin International Summer School Exchange Program (2019). | Participation, case studies and learning outcomes. Collaboration with partner schools.                                                                                                                 | MSB students in Ghana and Finland worked with partners to address real business challenges.                                                                                                                                                                         | Continue to expand collaboration with partner schools, focus on solving business challenges in a global context                                      |
| Law School Diversity Council. The Council consists of student from multiple student organizations. Their charge is to bring ideas, concerns and experiences involving diversity and inclusion to law school administration. Fostering an environment that values diversity in all its dimensions                                                                                                                 | Attendance data and program evaluations                                                                                                                                                                | Data, such as climate surveys and program attendance, help track how effective efforts are in improving outcomes for our diverse community.                                                                                                                         | New Initiative – collecting baseline data at present                                                                                                 |
| This Fannie Angelos LSAT Prep Program is also outlined in Goal 1 as is addressed both Goals 1 and 2. This program provides an LSAT Prep program. Open to Bowie State, Coppin State, Morgan State, UMES, Towson, UB, Salisbury and the Universities at Shady Grove students and graduates. Participants receive a \$1399 grant towards 16-week <u>Princeton Review</u> “LSAT Ultimate” course.                    | LSAT success, law school admission, law school graduation                                                                                                                                              | 113 students have been admitted to law schools across the U.S. 30 students currently enrolled in law schools across the country: 21 at the University of Baltimore. 61 students have graduated from law schools across the U.S. 39 are members of the Maryland Bar. | Martial resources to add UB as another site for LSAT prep course addressing this barrier to law school admission. Currently UB students participate. |
| LAW 570 BALTIMORE SCHOLARS PROGRAM This course is limited to the eight undergraduate students from UMES, Morgan                                                                                                                                                                                                                                                                                                  | Evaluated with SLOs for course.                                                                                                                                                                        | Course assessment data, acceptance into law school.                                                                                                                                                                                                                 | Incorporating assessment data and information to refine and enhance course                                                                           |

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| State, Coppin State and Bowie State selected to participate in the Baltimore Scholars Program                                                                                                                                                                                                                                                                                                            |                                                                                  |                                                                                                      |                                                                                                                                                                                      |
| The Human Trafficking Prevention Project is a project housed in School of Law's Civil Advocacy Clinic. Focusing reducing collateral consequences for survivors of human trafficking.                                                                                                                                                                                                                     | Evaluated with SLOs for course; Number of clients served and services performed. | Course assessment data; Success in assisting client(s).                                              | Expand outreach and representation for survivors.                                                                                                                                    |
| CFCC's Truancy Court Program (TCP) - early intervention addressing root causes of truancy. Voluntary for students and families, consists of 10 weekly in-school meetings per session. Law students serve as fellows.                                                                                                                                                                                     | 175 Students from 5 schools                                                      | 171 students showed improvement in attendance                                                        | Incorporating assessment data and information to refine and enhance course.                                                                                                          |
| In collaboration with the Maryland Hispanic Bar Association (MHBA), created a paid summer fellowship for a Latin American Law Student Association (LALSA) student member.                                                                                                                                                                                                                                | Create criteria and selection process collaboratively with MHBA for fellowship.  | One LALSA student selected for a paid summer fellowship.                                             | Encourage continued partnership with MHBA to continue the fellowship opportunity.                                                                                                    |
| Held the 2 <sup>nd</sup> annual "BLSA Practice Interview Evening (PIE)" event with Black Law Student Association (BLSA) designed to give students opportunity to enhance interview skills, network with members of the legal community, and begin process of building professional relationships. Students participate in two 15-minute <i>practice</i> interviews & feedback session with the attorney. | Participation and feedback from lawyers and student participants.                | 30 BLSA students participated in the programs and 15 lawyers.                                        | A reception immediately follows the practice interview event, providing attorneys and law students with the opportunity for further informal networking. Event to continue annually. |
| Diversity and Culture Center hosted the annual Holidays around the World which provided the UB community an opportunity to celebrate different customs, cultures, experiences and food.                                                                                                                                                                                                                  | Attendance data                                                                  | 8 countries were represented, 93 students, faculty, and staff attended the program.                  | Continue to offer this program, increase the number of student-hosted tables.                                                                                                        |
| UB Leadership and Workforce Training Program – develop mandatory training curriculum and related to managing bias, increasing cultural competency; cross cultural communication, generational values differences, etc.                                                                                                                                                                                   | # of faculty, staff and leadership completing trainings                          | Conducted survey on cultural competence, identified cultural based challenges for future programming | Refine and add to training program.                                                                                                                                                  |

## **Section 4: Diversification of Faculty and Staff**

The most successful strategy in increasing UB's faculty and staff diversity is the sustained focus on key areas where inroads are obtainable rather than applying efforts too broadly. This concentrated approach was necessary as several factors posed major constraints to UB's progress. These factors include the current hiring freeze and hiring limitations due to actions associated with reduced student enrollment and resulting financial constraints – all factors that impact employee composition. The University knew that an all-encompassing approach to diversity and inclusion would not be as effective at this time, but that a focused strategy would yield greater results for the current timeframe. Therefore, following UB's Strategic Plan Goal 6.1(b) on diversity in the recruiting of staff and faculty, the University identified two areas where progress could continue and a strategy was feasible.

The first area involved employee training. Being mindful of and committed to Goal 6, the UB Office of Human Resources dedicated one staff position to lead employee training and development. The impact of this role was evident immediately by the increased number of employee training sessions on inclusion and higher employee participation rates for training sessions on various topics, such as discrimination and harassment. This enhanced training on diversity and inclusion supports UB's commitment to being a more culturally aware campus community and retaining the current population of diverse faculty and staff so that the University does not lose ground.

The second area of concentration involved faculty hiring. While each of UB's schools has developed and is in the process of implementing a comprehensive Faculty Diversity and Recruitment plan, we also know that the longevity of tenured faculty can hinder the turnover rate and stagnate diversity efforts. Therefore, in order to 'move the needle' on faculty diversity, University has concentrated on an area of direct impact – the hiring of adjunct faculty. As a result of this effort, UB experienced increased diversity among its adjunct faculty, increasing diversity from 13% in fall 2010 to 26% in fall 2019—doubling over a decade.

Diversity hiring efforts have continued with regular faculty as well, but the overall numbers are smaller. When opportunities arose to hire faculty, the UB Office of Human Resources and hiring committees focused on the diversity of the candidate pools for recruiting and hiring employees. For example, of the new faculty hired to begin their employment in mid-August 2019 at the start of the academic year, at least 70% of the new faculty were people of color, and at least 50% of those new faculty were female.

Work still remains to be done in other areas, but UB's strategy of focusing on two initiatives where improvements could be realized through a concentrated effort has produced successful results.

## **Section 5: Reporting of Hate-Based Crimes**

The University of Baltimore's process for reporting hate-based crimes follows the requirements of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act ("the Clery Act"). Campus community members report to the University of Baltimore Police Department (UBPD) any criminal offense, including an offense that is believed to be hate-based. Each year, UBPD prepares and updates its Annual Security Report that includes statistics concerning certain crimes that occur on campus, in certain off-campus buildings, in areas controlled by UB, and on public property adjacent to or accessible from UB. This report is made publicly available and notification of the annual report is provided via email to all of UB's enrolled students and its faculty and staff. This report of crime statistics includes hate crimes, which are crimes that manifest evidence that the victim was intentionally selected because of the victim's actual or perceived Race (RA), Religion (RE), Sexual Orientation (SO), Gender (G), Ethnicity (E), Disability (D), Gender Identity (GI), or National Origin (NO). UB's annual report indicates how many of the total number or reported incidents were motivated by each type of bias. UB is consistently in the 1st or 2nd position in having the fewest crimes in University of Maryland System(USM).

## **THE UNIVERSITY OF BALTIMORE**

### **BUILDING ON A STRONG FOUNDATION: A STRATEGY FOR ENHANCING UB'S LEADERSHIP IN DIVERSITY AND INCLUSION FY 2019 – FY 2023**

#### **BACKGROUND and ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PRIORITIES**

Students, faculty and staff live and work in a world that is global, connected, and diverse. As such, our individual and collective responsibility is to foster understanding and acceptance of differences in race, ethnicity, culture, religion, preference, and ability. It is for this reason that the University of Baltimore's strategic plan, Re-Imagining UB: 2018-2023, has solidified its commitment to diversity, equity, and inclusion. The sixth goal of the plan states:

UB fosters a diverse community of students, faculty, and staff. The experiences, perspectives, and contributions of all individuals are valued and deemed critical to intellectual growth. We will continue our commitment to supporting diverse ideas, experiences, and perspectives that strengthen professional, intellectual, and cultural agility.

Integral to this goal is an insistence on academic rigor, accountability, and assessment coupled with an unwavering commitment to serve students from all backgrounds supported by a diverse and qualified faculty and staff. A campus community rich in intellectual, cultural, and ethnic diversity promotes the exchange of ideas and knowledge, provides a profound learning experience for students, creates a better teaching and scholarly experience for faculty, leads to a more productive and supportive working experience for staff, and strengthens community engagement and outreach.

Diversity is defined at UB in its fullest scope, embracing not only racial and ethnic groups and individuals who are or have been underrepresented in higher education, but also including religious affiliation, sexual orientation and gender identity, disability, foreign nationality, economic status, non-traditional student status, and other important characteristics. Inclusion describes the active, intentional, and ongoing engagement with diversity – in people, in the curriculum, in the co-curriculum, and in communities (e.g. intellectual, social, cultural, geographic) with which individuals might connect.

Creating a culture that is free from discrimination, appreciative of new ideas and capabilities, and is attentive to the need to deliver innovative, targeted and, as appropriate, corrective approaches to learning, teaching, research, and support services is central to UB's mission and success. Equally important is the preparation of our students to become resilient in leading and managing a diverse and changing workplace and society.

This diversity plan, therefore, seeks to develop a strategic framework to identify and address practices and policies that are barriers to diversity, equity, and inclusion, particularly in the

integral areas of student success and a diversified employee talent pool. In order to foster diversity and create inclusive excellence, the University embraces the following principles:

1. A shared understanding of a comprehensive, innovative, integrated approach to inclusivity in all aspects of university operations and a culture of shared responsibility, making all members of the university community integral to fostering the achievement of a diverse, equitable, supportive, and inclusive community.
2. A campus climate that acknowledges, welcomes, supports, and celebrates diversity, equity and inclusion among students, faculty and staff.
3. Recognizing that we are part of a global community, a commitment to strengthen and support programs and activities that promote cross-cultural understanding and global perspectives.
4. Diversifying the University's workforce through the development and implementation of a strategy for the recruitment, retention, and advancement of underrepresented and culturally competent faculty and staff.
5. The infusion of diversity-content in the academic curriculum and co-curricular programs.

## THE UNIVERSITY'S DIVERSITY PROFILE

There has been significant racial and ethnic diversification in UB's student body over the last ten years. The number of undergraduate students who identify as one of the racial and ethnic groups that we count as underrepresented has increased from 47% to 58%, with African-American students now representing 47% of the undergraduate student body. Hiring and maintaining a diverse workforce remains one of the most difficult diversity-related challenges at the University, particularly in regard to tenure and tenure-track faculty, only 14% are from underrepresented minorities. The staff's racial and ethnic distribution largely reflects that of the State of Maryland. The racial and ethnic profile of our students, faculty, and staff is provided below.

### A. Student Demographics

Enrollment at the University of Baltimore is the most evenly diverse of Maryland's public 4-year universities, as measured by the Campus Diversity Index<sup>3</sup>, attracting an exceptionally diverse student body relative to race and socio-economic circumstances. UB serves the working-age population of Baltimore and Maryland (average age for undergraduate students is 28; graduate, 33; and law 28) with a majority of students (90%) living in Maryland. Female students represent the majority of students; 58% at the undergraduate level and 60% at the graduate level. The majority of students are Pell-eligible.

<sup>3</sup> UB's Diversity Index is 49.6% in Fall 2016. A score of 50% shows an equal balance among the racial groups; a score of 0% shows only a single racial group. Scores in Maryland public 4-year universities range from 5.2% to 49.6%. *University of Baltimore Factbook 2019*, calculated from MHEC data, fall 2019.



There has been a remarkable increase in the percentage of undergraduate African American students from almost 35% in 2008 to 48% in 2017. The percentage of Hispanic students remains small at less than four percent. Additionally, the percentage of students identifying as two or more races has increased to 4.6% in 2017, making it nearly as prevalent as the Hispanic (3.9%) and Asian (4.6%) populations.

The growth in the percentage of African American students at the graduate level, while not as steep as the undergraduate level, still recorded remarkable gains from almost 22% in 2008 to approximately 39% in 2017, a 17%-point gain. Tables IA and IB profile the racial and ethnic diversity of UB's undergraduate and graduate student population over the last ten years, respectively.

| <b>Table IA: Student Race and Ethnicity Report</b><br><i>see "Appendix B" with data thru Fall 2019</i> | <b>Undergraduate %</b> |                 |                 |                 |
|--------------------------------------------------------------------------------------------------------|------------------------|-----------------|-----------------|-----------------|
|                                                                                                        | <b>Fall '08</b>        | <b>Fall '12</b> | <b>Fall '16</b> | <b>Fall '17</b> |
| African-American/Black                                                                                 | 34.7%                  | 46.3%           | 48.5%           | 48.0%           |
| American Indian or Alaskan Native                                                                      | 0.5%                   | 0.4%            | 0.4%            | 0.5%            |
| Asian                                                                                                  | 4.4%                   | 4.3%            | 4.7%            | 4.6%            |
| Hispanic/Latino                                                                                        | 2.6%                   | 4.5%            | 4.4%            | 3.9%            |
| White                                                                                                  | 37.1%                  | 37.3%           | 33.2%           | 32.1%           |
| Native Hawaiian or Pacific Islander                                                                    | 0.0%                   | 0.2%            | 0.3%            | 0.5%            |
| Two or More races                                                                                      | 0.0%                   | 2.4%            | 4.1%            | 4.6%            |
| Did not Self identify                                                                                  | 20.7%                  | 4.5%            | 4.3%            | 5.8%            |
| <b>Total</b>                                                                                           | <b>100.0%</b>          | <b>100.0%</b>   | <b>100.0%</b>   | <b>100.0%</b>   |

| <b>Table IB: Student Race and Ethnicity Report</b><br><i>see "Appendix B" with data thru Fall 2019</i> | <b>Graduate %</b> |                 |                 |                 |
|--------------------------------------------------------------------------------------------------------|-------------------|-----------------|-----------------|-----------------|
|                                                                                                        | <b>Fall '08</b>   | <b>Fall '12</b> | <b>Fall '16</b> | <b>Fall '17</b> |
| African-American/Black                                                                                 | 21.9%             | 28.2%           | 37.4%           | 38.8%           |
| American Indian or Alaskan Native                                                                      | 0.3%              | 0.3%            | 0.2%            | 0.3%            |
| Asian                                                                                                  | 5.5%              | 4.3%            | 4.8%            | 4.6%            |
| Hispanic/Latino                                                                                        | 2.2%              | 4.5%            | 3.5%            | 3.2%            |
| White                                                                                                  | 47.2%             | 53.9%           | 45.6%           | 45.0%           |
| Native Hawaiian or Pacific Islander                                                                    | 0.0%              | 0.2%            | 0.0%            | 0.1%            |
| Two or More races                                                                                      | 0.0%              | 2.0%            | 3.1%            | 2.6%            |
| Did not Self identify                                                                                  | 23.0%             | 6.7%            | 5.4%            | 5.3%            |
| <b>Total</b>                                                                                           | <b>100.0%</b>     | <b>100.0%</b>   | <b>100.0%</b>   | <b>100.0%</b>   |

## B. Staff Demographics

The employment of African-American staff over the last 10 years has decreased slightly from 39.1% in 2008 to 36.5% in 2017. The staff racial and ethnic distribution largely reflects that of the State of Maryland. At 63%, female employees continue to fill the majority of staff roles.

| <b>Table 2: Staff Race and Ethnicity</b><br>see "Appendix B" with data thru Fall 2019 | <b>Staff %</b>  |                 |                 |                 |
|---------------------------------------------------------------------------------------|-----------------|-----------------|-----------------|-----------------|
|                                                                                       | <b>Fall '08</b> | <b>Fall '12</b> | <b>Fall '16</b> | <b>Fall '17</b> |
| African-American/Black                                                                | 39.1%           | 34.8%           | 38.9%           | 36.5%           |
| Asian                                                                                 | 2.5%            | 3.2%            | 4.1%            | 3.7%            |
| Hispanic/Latino                                                                       | 1.4%            | 2.1%            | 1.8%            | 1.8%            |
| Native Hawaiian or Pacific Islander                                                   | 0.0%            | 0.2%            | 0.0%            | 0.0%            |
| Two or More races                                                                     | 0.0%            | 0.5%            | 2.0%            | 1.4%            |
| White                                                                                 | 56.7%           | 57.1%           | 50.1%           | 52.5%           |
| Did not Self identify                                                                 | 0.2%            | 2.1%            | 3.1%            | 4.1%            |
| <b>Total</b>                                                                          | <b>100.0%</b>   | <b>100.0%</b>   | <b>100.0%</b>   | <b>100.0%</b>   |

C. Faculty Demographics

Underrepresented minority groups represent 58 percent of UB’s undergraduate and graduate student populations. As such, UB must do a better job of preparing and hiring more persons from these groups for faculty positions in order to provide diverse role models for our students. More compelling, however, is the argument that all students are better educated and better prepared for leadership, citizenship, and professional competitiveness when they are exposed to diverse perspectives in their classrooms.

National data indicate that only 12% of the full-time faculty in U.S. degree granting universities are from underrepresented minorities (Digest of Educational Statistics, 2017). While the percent of underrepresented faculty at UB exceeds the national average, it is evident that more work needs to be done to more closely align the diversity of faculty to that of our students.

Table 3A shows that less than 24% of tenured/tenure track (T/TT) faculty are from underrepresented groups. This percentage differs significantly across the academic divisions with minority faculty representing 54% of MSB faculty, 23% of CPA faculty, 16% of law faculty, 10% of CAS faculty, and 9% of Langsdale Librarians. African-Americans represent 8.4% of the T/TT faculty at UB, though this percentage varies across the university; 14% in CPA, 12% in law school, 8% in MSB, 5% in CAS and 1% in Langsdale Library. Table 3B, however, shows that the percentage of underrepresented faculty with other tenured status (i.e., adjunct, lecturers) saw a significant increase from 16.0% in 2008 to 35.8% in 2017. Continued diversification of our full-time and part-time faculty is an important goal moving forward.

The faculty distribution by gender for the tenure/tenure track faculty has recorded significant changes. The percentage of female faculty increased from 36% in 2008 to 45% in 2017.

| <b>Table 3A: Faculty Race and Ethnicity</b><br>see "Appendix B" with data thru Fall 2019 | <b>Tenured/Tenured Track #</b> |                 |                 |                 |
|------------------------------------------------------------------------------------------|--------------------------------|-----------------|-----------------|-----------------|
|                                                                                          | <b>Fall '08</b>                | <b>Fall '12</b> | <b>Fall '16</b> | <b>Fall '17</b> |
| African-American/Black                                                                   | 8.5%                           | 9.6%            | 8.2%            | 8.4%            |
| Asian                                                                                    | 9.2%                           | 6.6%            | 9.4%            | 9.0%            |
| Hispanic/Latino                                                                          | 2.8%                           | 3.0%            | 2.5%            | 3.2%            |
| White                                                                                    | 79.6%                          | 77.8%           | 79.2%           | 76.1%           |
| Did not Self identify                                                                    | 0.0%                           | 3.0%            | 0.6%            | 3.2%            |
| <b>Total</b>                                                                             | <b>100.0%</b>                  | <b>100.0%</b>   | <b>100.0%</b>   | <b>100.0%</b>   |

| <b>Table 3B: Faculty Race and Ethnicity</b><br>see "Appendix B" with data thru Fall 2019 | <b>Other Tenured Status</b> |                 |                 |                 |
|------------------------------------------------------------------------------------------|-----------------------------|-----------------|-----------------|-----------------|
|                                                                                          | <b>Fall '08</b>             | <b>Fall '12</b> | <b>Fall '16</b> | <b>Fall '17</b> |
| African-American/Black                                                                   | 11.8%                       | 12.3%           | 19.8%           | 19.0%           |
| Asian                                                                                    | 3.4%                        | 5.5%            | 2.8%            | 4.9%            |
| Hispanic/Latino                                                                          | 0.8%                        | 1.3%            | 2.0%            | 3.0%            |
| Two or More races                                                                        | 0.0%                        | 0.0%            | 1.6%            | 1.5%            |
| White                                                                                    | 84.0%                       | 80.1%           | 69.4%           | 64.2%           |
| Did not Self identify                                                                    | 0.0%                        | 0.8%            | 4.4%            | 7.5%            |
| <b>Total</b>                                                                             | <b>100.0%</b>               | <b>100.0%</b>   | <b>100.0%</b>   | <b>100.0%</b>   |

## UNIVERSITY DIVERSITY GOALS AND STRATEGIES

Although the University can point to numerous diversity and inclusion indicators of success, its goal is to be an innovative diversity leader within the University System of Maryland. To support this objective, five goals have been established. The first is to intentionally create a University that is respectful of differences and inclusive of all people. The second commits the University to strengthening faculty diversity, given the disparity between the profile of students and tenure/tenure-track faculty. Ensuring that UB's staff profile continues to reflect the diversity of Maryland's demographics is the cornerstone of the third goal. The fourth goal focuses on improving inclusivity by incorporating diversity and inclusion in significant ways in teaching, learning, and research and support services. The final goal builds on UB's legacy of community engagement by building upon existing partnerships with community and alumni to enhance the University's commitment to and work with diverse populations.

Implementation of the plan began in AY 2018-19, continuing through AY 2022-23. Senior leadership, in collaboration with the campus community, will establish annual priorities from this plan.

**Goal 1: Intentionally foster and sustain a welcoming campus environment based on the principles of equity and inclusion to create an environment that is respectful of differences and promotes the safety and security of all people.**

Strategy 1: Build and maintain an infrastructure that supports and promotes inclusion

- Assign the Director of the Diversity and Culture Center and the University Culture and Diversity Committee with the responsibility to sustain diversity and inclusion initiatives and support the implementation and monitoring of the diversity and inclusion plan.
- Analyze USM Data Journal and Maryland demographic data annually to assess achievement of goals to diversify faculty and staff, and develop metrics and trend data to monitor progress.
- Enhance the physical and technological infrastructure to provide accessibility for all members.
- Update existing, and create new, university procedures and policies to better meet the needs of students, faculty and staff in underrepresented groups that are not well-served by current systems.
- Develop a healthier, collegial working environment through better communication of and training in system, university and college-level policies; ensure mandatory training for all supervisors and academic leaders (e.g., deans, chairs, directors).
- Identify Ombudsperson(s) to serve as an impartial intermediary to mediate disputes and investigate and address complaints.

Strategy 2: Develop quantitative and qualitative metrics to better understand the state of diversity and inclusion at UB.

- Assess UB with regard to the [Multicultural Organization Development Model](#)<sup>4</sup> and identify areas of deficiencies.
- Design and conduct periodic campus-wide climate surveys (faculty, staff and students) to frame and direct future action on diversity and inclusion.

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.

<sup>4</sup> Jackson, B.W. (2006). Theory and practice of multicultural organizational development. In Jones, B.B. & Brazzel, M. (Eds.), *The NTL Handbook of Organizational Development and Change* (pp. 139-154). San Francisco, CA, Pfeiffer.

- Train UB management and supervisory personnel in best practices that promote diversity and inclusiveness across all functions.
- Include training on the process for reporting hate crime and UB's response protocol in the onboarding of new faculty and staff, and the orientation for all new students.
- Incorporate informal and formal diversity, equity, and inclusion goals into Performance Management Process (PMP) and provide feedback regarding individual and unit-level diversity efforts and struggles.

Strategy 4: Address gains, opportunities, and challenges of becoming a diverse campus by providing “Our UB Students” data and information. Information will provide a narrative beyond demographic data to enhance knowledge of UB students’ unique backgrounds, histories and lived experiences.

- Include student data and information in recruitment profiles and interview documents.
- Provide student data and information during New Faculty and Staff Orientation.
- Offer student data and information through Human Resource Training and Development Program.
- Offer student data and information as a part of CELTT professional development series.
- Offer student data and information through Student Affairs activities and trainings.

Strategy 5: Promote a more inclusive and welcoming environment.

- Add ‘Preferred Name’ to class and grade roster through the revision of the formal “Name Change” form.
- Create online resource for transitioning individuals and their allies.
- Conduct physical plant 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.

## **Goal 2: Recruit, employ, and retain a diverse faculty**

Strategy 1: Expand outreach to build applicant pool

- Hold an adjunct Job Fair to promote teaching opportunities.
- In conjunction with the USM PROMISE initiative, host an Annual Preparing Future Faculty Institute for underrepresented doctoral students and postdoctoral students from USM institutions who wish to pursue careers in the professoriate.
- Attend fairs and conferences frequented by underrepresented faculty candidates (e.g., Compact for Faculty Diversity, the Leadership Alliance).
- Develop a collegial mentoring initiative for adjuncts of underrepresented background in effort to transition some into full-time positions at the university or elsewhere.
- Create courses and programs that support scholarship in diverse areas, such as Women and Gender Studies, African American Studies, Critical Race Theory, etc.

Strategy 2: Develop focused recruitment plans to increase the percentage of faculty from underrepresented groups by 35 percent within five years.

- In conjunction with faculty leadership, engage faculty in authentic discussions around diversity and inclusion to identify priorities and opportunities for building a more inclusive culture.
- Developing a clear and consistent message to administration, faculty, and staff that having a diverse workforce is an institutional priority; therefore, each division will develop a plan to increase diversity approved by the Dean and Provost.
- Use strategic advertisement and identify outlets to maximize diversity in candidate pools and provide needed resources for expanded targeted recruitment (e.g., Diverse Issues in Higher Education, Hispanic Outlook).
- Enhance training for search committees, including mandatory diversity recruitment training and implicit bias training and, when appropriate, include student representation on search committees.
- Develop and include diversity statement and definition in job descriptions.
- Require applicants to submit a brief statement reflecting their commitment to diversity and inclusiveness.
- Create shared evaluation criteria for application review, interviews, and campus visits.

Strategy 3: Improve transition of underrepresented faculty to foster a smooth and welcoming entry into the University and campus community.

- Pair a new hire with early mentoring before arrival to campus; assign mentor immediately after hire.
- Develop an 'on-boarding program' to facilitate sense of belonging and community by helping new hire build connections in community (e.g., housing support, childcare resources, locate potential religious community).
- Reframe New Faculty Orientation and include quarterly meetings.

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.
- 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)

|                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Goal 5: Build upon existing partnerships and create new partnerships that enhance the University's commitment to and work with diverse populations</b></p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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.



## A. Student Demographics

| <b>Table IA: Student Race and Ethnicity Report<br/>Undergraduate Students<br/>Total Percentage</b> | <b>Fall '10</b> | <b>Fall '13</b> | <b>Fall '18</b> | <b>Fall '19</b> |
|----------------------------------------------------------------------------------------------------|-----------------|-----------------|-----------------|-----------------|
| African-American/Black                                                                             | 42%             | 46%             | 46%             | 47%             |
| American Indian or Alaskan Native                                                                  | 1%              | 0%              | 1%              | 1%              |
| Asian                                                                                              | 4%              | 4%              | 5%              | 5%              |
| Hispanic/Latino                                                                                    | 3%              | 5%              | 4%              | 6%              |
| Native Hawaiian or Pacific Islander                                                                | 0%              | 0%              | 1%              | 1%              |
| Two or More races                                                                                  | 1%              | 3%              | 4%              | 4%              |
| White                                                                                              | 36%             | 35%             | 32%             | 30%             |
| Did not Self identify                                                                              | 12%             | 4%              | 7%              | 5%              |
| International Students                                                                             | 1%              | 2%              | 2%              | 2%              |
| <b>Under-represented Minorities</b>                                                                | <b>47%</b>      | <b>54%</b>      | <b>55%</b>      | <b>58%</b>      |
| <b>Grand Total</b>                                                                                 | <b>100%</b>     | <b>100%</b>     | <b>100%</b>     | <b>100%</b>     |

| <b>Table IB: Student Race and Ethnicity Report<br/>Graduate Students<br/>Total Percentage</b> | <b>Fall '10</b> | <b>Fall '13</b> | <b>Fall '18</b> | <b>Fall '19</b> |
|-----------------------------------------------------------------------------------------------|-----------------|-----------------|-----------------|-----------------|
| African-American/Black                                                                        | 23%             | 29%             | 37%             | 36%             |
| American Indian or Alaskan Native                                                             | 0%              | 0%              | 0%              | 0%              |
| Asian                                                                                         | 5%              | 4%              | 5%              | 5%              |
| Hispanic/Latino                                                                               | 3%              | 4%              | 4%              | 6%              |
| Native Hawaiian or Pacific Islander                                                           | 0%              | 0%              | 0%              | 0%              |
| Two or More races                                                                             | 1%              | 2%              | 3%              | 3%              |
| White                                                                                         | 51%             | 51%             | 43%             | 41%             |
| Did not Self identify                                                                         | 14%             | 6%              | 4%              | 5%              |
| International Students                                                                        | 4%              | 3%              | 3%              | 4%              |
| <b>Under-represented Minorities</b>                                                           | <b>27%</b>      | <b>36%</b>      | <b>44%</b>      | <b>45%</b>      |
| <b>Grand Total</b>                                                                            | <b>100%</b>     | <b>100%</b>     | <b>100%</b>     | <b>100%</b>     |

Note: Some percentages may not round to within one (1) percentage point due to rounding.

## B. Staff Demographics

| <b>Table 2: Staff Race and Ethnicity</b> | <b>Fall '10</b> | <b>Fall '13</b> | <b>Fall '18</b> | <b>Fall '19</b> |
|------------------------------------------|-----------------|-----------------|-----------------|-----------------|
| African-American/Black                   | 37%             | 34%             | 40%             | 40%             |
| American Indian or Alaskan Native        | 0%              | 0%              | 0%              | 0%              |
| Asian                                    | 3%              | 3%              | 4%              | 4%              |
| Hispanic/Latino                          | 1%              | 2%              | 2%              | 3%              |
| Native Hawaiian or Pacific Islander      | 0%              | 0%              | 0%              | 0%              |
| Two or More races                        | 0%              | 0%              | 2%              | 2%              |
| White                                    | 55%             | 56%             | 51%             | 50%             |
| Did not Self identify                    | 3%              | 4%              | 1%              | 2%              |
| International Staff                      | 0%              | 0%              | 0%              | 0%              |
| Under-represented Minorities             | <b>39%</b>      | <b>37%</b>      | <b>44%</b>      | <b>45%</b>      |
| <b>Grand Total</b>                       | <b>100%</b>     | <b>100%</b>     | <b>100%</b>     | <b>100%</b>     |

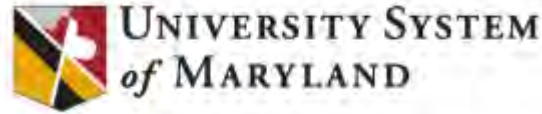
### C. Faculty Demographics

| <b>Table 3A: Tenure/Tenure Track Faculty</b> | <b>Fall '10</b> | <b>Fall '13</b> | <b>Fall '18</b> | <b>Fall '19</b> |
|----------------------------------------------|-----------------|-----------------|-----------------|-----------------|
| African-American/Black                       | 8%              | 8%              | 9%              | 9%              |
| American Indian or Alaskan Native            | 0%              | 0%              | 0%              | 0%              |
| Asian                                        | 6%              | 8%              | 13%             | 14%             |
| Hispanic/Latino                              | 3%              | 2%              | 3%              | 4%              |
| Native Hawaiian or Pacific Islander          | 0%              | 0%              | 0%              | 0%              |
| Two or More races                            | 0%              | 0%              | 0%              | 0%              |
| White                                        | 79%             | 73%             | 74%             | 72%             |
| Did not Self identify                        | 4%              | 8%              | 1%              | 1%              |
| International Faculty                        | 0%              | 0%              | 0%              | 0%              |
| <b>Under-represented Minorities</b>          | <b>11%</b>      | <b>11%</b>      | <b>12%</b>      | <b>14%</b>      |
| <b>Grand Total</b>                           | <b>100%</b>     | <b>100%</b>     | <b>100%</b>     | <b>100%</b>     |

| <b>Table 3B: Other Faculty</b>      | <b>Fall '10</b> | <b>Fall '13</b> | <b>Fall '18</b> | <b>Fall '19</b> |
|-------------------------------------|-----------------|-----------------|-----------------|-----------------|
| African-American/Black              | 13%             | 14%             | 19%             | 20%             |
| American Indian or Alaskan Native   | 0%              | 0%              | 0%              | 0%              |
| Asian                               | 3%              | 5%              | 4%              | 4%              |
| Hispanic/Latino                     | 0%              | 2%              | 5%              | 4%              |
| Native Hawaiian or Pacific Islander | 0%              | 0%              | 0%              | 0%              |
| Two or More races                   | 0%              | 0%              | 1%              | 1%              |
| White                               | 80%             | 75%             | 67%             | 65%             |
| Did not Self identify               | 3%              | 4%              | 4%              | 5%              |
| International Faculty               | 0%              | 0%              | 0%              | 0%              |
| <b>Under-represented Minorities</b> | <b>13%</b>      | <b>16%</b>      | <b>25%</b>      | <b>26%</b>      |
| <b>Grand Total</b>                  | <b>100%</b>     | <b>100%</b>     | <b>100%</b>     | <b>100%</b>     |

*Note: Some percentages may not round to within one (1) percentage point due to rounding*

**UNIVERSITY OF MARYLAND,  
BALTIMORE**



2020

**INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT TEMPLATE**

Institution: University of Maryland, Baltimore

Date Submitted: \_\_\_\_\_

Point(s) of Contact: Gregory Spengler, gspengler@umaryland.edu; Karen Matthews, Karen.matthews@umaryland.edu

**Section 1: Summary Statement**

The University of Maryland, Baltimore (UMB) is nearing completion of its fourth year of implementing the FY2017-2021 Strategic Plan (the “Plan”), scheduled to expire on June 30, 2021. The Plan consists of six themes and 28 strategic outcomes. As of the last report, 306 goals are at varying stages of completion, with greater than 70% of all targets in progress achieved, nearing completion, or have made significant progress toward attainment. A notable feature of the Plan is its focus on continuous improvement, accountability, and timely reporting of results. In the context of advancing cultural awareness among faculty, staff, and students, UMB leadership is increasingly conscious of removing those institutional barriers that challenge the attainment of our cultural diversity goals while also developing attainable tactics that support our objectives.

Dr. Bruce Jarrell, UMB’s interim president, remains committed to cultural diversity as a UMB strategic priority. In this regard, the Theme 4 – Inclusive Excellence – addresses this objective. This theme accounts for 14% (42) of all goals in the Plan. For the period ending June 30, 2019, approximately 75% of these goals are achieved, nearing completion or substantially underway. Several goals (or their related tactics) are discussed in Section 2 and 3 of this report and reflect the specific activities occurring in UMB units. Also, the progress reports for the execution phase of the entire Plan are available on the UMB strategic plan [website](#).

UMB continues as a collective to emphasize faculty and staff cultural diversity awareness and its demonstration in the policies, plans, activities, and outcomes it employs. The Diversity Advisory Council (DAC) serves as the advisory body to the University leadership. Their members comprise of representatives across each School and the campus, including the staff and faculty senate, human resource services, and the student body informing initiatives and efforts. The DAC and their efforts have influenced the execution of climate surveys, the development of strategies, and the active engagement of experts to improve UMB’s outcomes. Section 4 of this report accounts for two specific UMB initiatives currently underway. The activities are 1) the participation of a renowned cultural diversity expert to influence and design programs that prepare us to achieve our cultural diversity outcomes across our campus, and 2) the efforts to diversity UMB’s faculty ranks using evidence to increase the likelihood of success. As of the writing of this report, the Covid-19 pandemic is underway. Nonetheless, the UMB leadership remains committed to the intent of diversity and inclusion and will continue to pursue the outcomes promoted to ensure a diverse workplace.

**Section 2: Goal #1**

| <b>Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.</b>  |                                                                              |                                                                                    |                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-----------------------------------------------------|
| <i>Share campus-wide and program-specific efforts designed to recruit and retain traditionally-underrepresented students, staff, and faculty.</i> | <i>Metrics to measure how progress of each initiative is being evaluated</i> | <i>Data to demonstrate where progress has been achieved/ indicators of success</i> | <i>Areas where continuous improvement is needed</i> |
| Project Search - Preparing young people with significant disabilities for success in competitive                                                  | Total number of participants                                                 | 1 student per 12 weeks                                                             | n/a                                                 |

|                                                                                                                                                                                                                                                                                            |                                                                  |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| integrated employment (URecFit): (AA CLS) - Campus Life Services                                                                                                                                                                                                                           |                                                                  |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                           |
| Develop Family Friendly Water Safety Events in the URecFit pool (URecFit): AA CLS                                                                                                                                                                                                          | Number of total participants                                     | Surveys to be distributed to families after events to see if perception of water safety has changed and whether they feel their families are safer around bodies of water.                                                                                                                                                                                                       | Marketing the events to local s UMB partnership schools in West Baltimore                                                                                 |
| Increase military access to fitness center by instituting a discount for veterans and active duty military members (URecFit) : AA CLS                                                                                                                                                      | Number of participants                                           | No data reported in this fiscal year                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                           |
| Increase access to students with disabilities through the Testing Center (ESDS): AA CLS                                                                                                                                                                                                    | Number of school participation/student utilization               | AY20 (as of 4/6/2020): 90 students, 499 exams, and 5 schools, compared to AY19: 67 students, 559 exams, and 3 schools                                                                                                                                                                                                                                                            |                                                                                                                                                           |
| Create a setting to foster increased global literacy, connect UMB students with opportunities abroad, and provide opportunities for students from non-USA countries to interact with UMB by 8/2020 via creating an international fellowship program: AA GEI - Global Education Initiatives | Number of new global curricular opportunities at all UMB schools | A Collaborative Online International Learning (COIL) courses was created between SSW and University of Botswana, to support reflective writing during global experiences; a new course in global health preparedness, and other innovative global curricular projects. Opened applications for second cohort of GLOBALtimore Teaching Fellows with a FY21 focus on COIL courses. | We need to share the value of global education to more faculty on campus and provide more faculty development to support curricular internationalization. |
| Coordinate with partners to host events promoting law careers to traditional underrepresented populations: (CSL) - Carey School of Law                                                                                                                                                     | * Number of events                                               | * 8 events hosted.                                                                                                                                                                                                                                                                                                                                                               | We need to host more summer engagement experiences.                                                                                                       |
| Host single-day pipeline events in the Baltimore Metro area : CSL                                                                                                                                                                                                                          | * Number of events organized                                     | 4 events organized. MLaw Summer program, CollegeBound at UMB day, Youth Day's with Prince George's County, & Baltimore City at the law school.                                                                                                                                                                                                                                   |                                                                                                                                                           |
| Attend conferences and recruitment fairs focused on recruiting underrepresented groups interested in careers in law : CSL                                                                                                                                                                  | * Number of fairs attended                                       | Attended 8 Diversity Law Conferences/fairs. Also visited 15 HBCU's & 11 HSI's in this recruiting cycle.                                                                                                                                                                                                                                                                          |                                                                                                                                                           |
| School of Dentistry participated in annual presentation to the Meyerhoff Scholars at UMBC : SOD                                                                                                                                                                                            | Number of program applicants as a result of the program.         | UMB is outpacing other dental programs by 5%.                                                                                                                                                                                                                                                                                                                                    | Tracking program participants to learn where they finally enroll.                                                                                         |
| Sponsored a group of middle school students involved in UMB summer camp to expose them to dentistry through oral hygiene information and dental materials projects: SOD                                                                                                                    | Number of program applicants as a result of the program.         | Impact will remain unknown for 8+ years (twenty 7th graders visit for one week in summer). This program runs in conjunction with the UMB Cure program.                                                                                                                                                                                                                           | Determine a means for offering academic mentoring through high school and college.                                                                        |
| The SNDA, in conjunction with the PreDental Society at UMBC, participated in the Generation Next mentoring program at Vivien T. Thomas Academy : SOD                                                                                                                                       | Number of program applicants as a result of the program.         | Impact will remain unknown for 4 – 8 years as these students are in high school.                                                                                                                                                                                                                                                                                                 | Tracking program participants to learn where they ultimately enroll for school.                                                                           |

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| Campus visits and Admissions presentations for UMCP Charles R. Drew Pre-Medical Society and UMBC Meyerhoff Program: (SOM) - School of Medicine                                                   | * Number of UMCP and UMBC campus visits * Estimated number of attendees engaged at each visit and recruitment event | * We were invited in the Fall 2018 and Spring 2019 to present to the Charles Drew group and at UMCP. This year this group was included in the October 2019 visit to UMCP. We continue to have strong representation of UMCP and UMBC students matriculate at UMD SOM                                                                                                            | For combined events, would need to consider ways to identify member of the CRD when they are included in larger events.                           |
| Campus visits and Admissions presentations at multiple regional conferences and institutions with diverse student representation: SOM                                                            | *Number of presentations and recruitment fairs attended; *number of attendees engaged at each visit                 | Have increased total number and broader range of recruitment ground covered from Austin, TX to Bronx, NY, - including universities within the USM* No current data is available but will be tracked in the future                                                                                                                                                               | Need additional administrative support to continue data management and analysis                                                                   |
| Recruitment tables at national and regional conferences targeting underrepresented students including SNMA, LMSA, NHMA (Latino-focused) conferences, and recruitment fair in New York City : SOM | * Estimated number of attendees engaged at each visit and recruitment event                                         | AAMC LSL Minority Student Recruitment Fair Nov 2019: 200 AAMC Virtual Medical Career Fair: approximately 500 LMSA National Conference, Medical School Recruitment Fair: 100 Registered for SNMA National Conference April 2020; Covid-19 outbreak has cancelled other planned events to occur in April 2020 with the exception of SNMA 2020; this meeting will occur virtually. | Would like to increase presence at regional and national meetings. The impact on virtual meetings due to Covid-19 will likely impact our results. |
| Increased recruitment efforts of graduate students from historically-underrepresented populations (HOPs). : (SON) - School of Nursing                                                            | *student enrollment from HUP in masters/doctoral programs.                                                          | * Enrollments in minority students for masters and doctoral programs for period 2017-2020 increased by 11.7%:                                                                                                                                                                                                                                                                   | SON continues to focus on decreasing incomplete applications, for all of its academic programs                                                    |
| Advertising position vacancies in diversity publications including Insight into Diversity, DiverseEducation.com, Maryland Workforce Exchange : SON                                               | % change of under-represented minorities in full time professor positions the past 3 years                          | Minority representation of faculty has increased by 34% in 2018, and 37% 2019. 2 minority faculty were promoted into executive leadership positions. The male population in SON (all employees) have remained fairly constant at 17% and 16% the last 2 years.                                                                                                                  | Strengthen our diversity recruitment efforts for faculty.                                                                                         |
| Developing clear career paths for staff : SON                                                                                                                                                    | % of promotions                                                                                                     | While the HR director vacancy was filled, there is still additional time needed to fully implement the strategies and vision of department. There was minimal promotional movement from the last reporting period for staff. We can clearly report that minority representation among staff has increased. 40% in 2018 43% in 2019                                              | Continue to strengthen efforts to promote clear career paths for staff.                                                                           |
| Facilitate student organizations that bring together diverse groups for mentoring, co-curricular, research, and service activities : (SOP) - School of Pharmacy                                  | * Number & type of events                                                                                           | 5 events: Puerto Rico Hurricane relief fundraising; Global Health Brigades to Malawi and Honduras; Interprofessional Student Learning & Service Initiatives; UMB Community Engagement Center Activity; Special Conversations on poverty, religion freedom, and social equity                                                                                                    | Need additional administrative support to continue data management and analysis                                                                   |
| Enhanced PharmD student recruitment at NACAC events, National Hispanic College Fair events, HBCU college fairs, etc.: SOP                                                                        | Underrepresented minority enrollment                                                                                | 18% increase in P1 student enrollment for African American and Hispanic students                                                                                                                                                                                                                                                                                                | Resources for student retention efforts.                                                                                                          |

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| Recruit diverse graduate students and provide effective mentoring and support to ensure their retention and degree completion : SOP                                                             | * # Meyerhoff Fellows *<br>Other awards                                           | * Since 2015; 12 Meyerhoff Fellows enrolled; 2 PhDs completed since 2018* NIH Diversity Supplement* Carl Storm Minority Travel award * CBI Fellowship* NIH F31 Diversity award* Poster award * Travel award * Department Merit award | Will need to watch federal budget and support for graduate students. Stipends are very low. |
| Expanded educational pipelines (K-12) for under-represented students, such as the school's Bridge to Academic Excellence (ABAE), NSF's CAREER Program, and the University's CURES Program : SOP | * Type of activity *<br>Number of scholars                                        | ABAE / 110 students NSF CAREER Program/41. UMB Cures Host /3 SOP Students/Faculty continue to host CURES students and ABAE students (130)                                                                                            | A longitudinal tracking system, with local schools to access impact                         |
| Secured new global/international advanced pharmacy practice experiences (APPEs) for students to gain experience with diverse patient populations : SOP                                          | Number of sites/<br>students                                                      | * 10 APPE Sites * 114 Students experiences                                                                                                                                                                                           | We expect a decline in global rotations;                                                    |
| Deployed a module in the CORE ELMS online rotation management system to capture preceptor demographics : SOP                                                                                    | * Increase among various preceptors KSA related to diversity/cultural sensitivity | * Successful deployment of module for new preceptors                                                                                                                                                                                 | With renewal of appointment all preceptors will be required to take training.               |

### SECTION 3: Goal #2

| <b>Goal 2: Provide a description of major efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.</b>                                                                                     |                                                                                          |                                                                                                                                                                                                                                              |                                                                                                 |
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| <i>Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff...</i>                                                                                                                              | <i>Metrics to measure how progress of each initiative/ strategy is being evaluated.</i>  | <i>Data to demonstrate where progress has been achieved / indicators of success</i>                                                                                                                                                          | <i>Areas of continuous improvement is needed</i>                                                |
| Introduce I&E 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 : A F - Administration and Finance | Develop a project plan to implement and track A&F's Inclusion and Engagement activities. | Formed the Inclusion and Engagement (I&E) Steering Committee for A&F I&E activities. A project plan exists in great detail. The current agenda for 2020 has been tabled, given the coronavirus pandemic. Older Updates - Metric results: TBD |                                                                                                 |
| LGBT+ Education Programming (ISLSI) : AA CLS – Campus Life Services                                                                                                                                                                                     | Number of programs offered; number of participants                                       | * 30 programs (compared to 6 in AY19)* 528 participants (compared to 43 in AY19)                                                                                                                                                             | With the current collection increased demand placed on office. Recruit additional facilitators. |
| The Poverty Simulation offered to help participants better understand the application to access to care and utilization of services (Campus Life Services – ISLSI). : AA CLS                                                                            | * Number of offerings *<br>Number of participants                                        | * 7 offerings* 460 participants                                                                                                                                                                                                              |                                                                                                 |



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| Primary/preferred Name on One Card through partnership with CITS, Human Resources, the Registrar's Office, and Public Safety (Business Services) : AA CLS                 | Implementing procedures for accommodating preferred name on One Card opposed to legal name                                                                                      | Preliminary meetings have been held with all Campus partners involved; policies being developed by HRS and Financial Aid offices                                                                                             | The One Card office will need to develop policies that support transgender and campus members while minimizing the risk for identity fraud. |
| Build an inclusive media library for print and digital campus communication materials : AA CLS                                                                            | Number photos depicting a diversity                                                                                                                                             | 1900+ photos depict a diverse audience                                                                                                                                                                                       |                                                                                                                                             |
| Improving accessibility in digital communication, including website, social media, and videos (Student Communications) : AA CLS                                           | Accessibility score on SiteImprove; Number of documents on web not accessible; Number of social media posts containing alt text; Number of videos posted without captions       | 92.8/100 Accessibility Score on SiteImprove; All social media posts in 2019-2020 with the capability of alt text had alt text; ~50 posted documents need to be made accessible. ~20 videos need captions                     | Several documents and online items need to be made accessible. Facebook does not have a way to add alt text to images.                      |
| Engage in student climate survey for diversity administration and action planning (CLS) : AA CLS                                                                          | Administration of survey   Response rate                                                                                                                                        | Final response rate 11% vs. 24% in AY18*; low response rate attributed to competing survey issued by another UMB unit with "climate for diversity" in the title. Also, the survey was issued at start of US COVID-19 crisis. | Better coordination with other units to ensure that similar surveys are not issued at the same time.                                        |
| Showcasing a diverse student and administrative body via social media (Student Communications) : AA CLS                                                                   | * Number of social media posts depicting diverse audiences                                                                                                                      | 25+ photos posted across Facebook and Instagram                                                                                                                                                                              |                                                                                                                                             |
| Safe Space Initiative (Campus Life Services – Interprofessional Student Learning & Service Initiatives). : AA CLS                                                         | Number of programs offered, Total number of participants, Number of participants completing the program who sign the ally pledge, Number of individuals trained as facilitators | 10 programs (compared to 5 programs in AY19), 105 total attendees (compared to 23 in AY19), 2 individuals completed the Safe Space facilitator training (2 individuals in AY19)                                              | Additional publicity to reach individuals in the Schools and others who haven't participated.                                               |
| Diversity education co-curricular programming focused on identity and culture (Campus Life Services – Interprofessional Student Learning & Service Initiatives). : AA CLS | Number of programs offered, Total number of program participants                                                                                                                | 44 programs for 716 UMB community members on topic related to diversity, equity, and inclusion in professional and personal environments.                                                                                    | Continue cultivating collaborative relationships with students, staff, & faculty, and academic courses.                                     |
| Increase number of multilingual students served at the UMB Writing Center (Writing Center) : AA CLS                                                                       | Number of total appointments/clients                                                                                                                                            | Number of clients who indicated a native language other than English in AY18/19 compared to AY 19/20. Clients who indicate if they want feedback on multilingual concerns during the consultation                            | Challenging to get an accurate picture of how many multilingual clients we serve.                                                           |

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| The Poverty Simulation explores the application to access to care and utilization of services (Campus Life Services – ISLSI). : AA CLS                                                                                                                        | * Number of offerings *<br>Number of participants                                                 | * 9 programs offered (compared to 7 in AY19)* 642 total participants (compared to 460 in AY19)                                                                                                                                                                                                                                                                                                   | Due to COVID-19, ISLSI offered an online version.                                                                                                                      |
| Support university-wide student affinity groups (SDL). : AA CLS                                                                                                                                                                                               | * Number of University-wide groups                                                                | * 9 cultural affinity University-wide student organizations, compared to 5 in AY19; New groups include: National Alliance for Mental Illness (NAMI), Queer Student Alliance, and UMB Health Alliance*, and Scholars for Recovery.                                                                                                                                                                | Assist student organizations with annual officer transition and member/executive board recruitment.                                                                    |
| Continued to offer the cultural responsiveness training program open to all staff and faculty (ISLSI) : AA CLS                                                                                                                                                | Recruitment of cohort members & participants, Program Retention Rate                              | 20 participants recruited to participate in the AY20 cohort 80% retention rate                                                                                                                                                                                                                                                                                                                   | Consider offering Spring cohorts for units interested in sustained <i>allyship</i> training and development.                                                           |
| Inclusion of multilingual theory and practice in the President's Student Leadership Institute track on Scholarly Research & Teaching (Writing Center) : AA CLS                                                                                                | Reflection essay by participants at end of the academic year & number of participants; attendance | Only a small number of PSLI participants completed the reflection essay; AY18-19 - 9 participants; AY 19/20 - 9 participants                                                                                                                                                                                                                                                                     | Will develop a separate evaluation for the workshop.                                                                                                                   |
| Global Perspective Communication Program: students/post-doctoral fellows meet for an hour, facilitated weekly conversation exploring concerns about U.S. academic and social life; matters of cultural, social, and political importance, etc. (OIS) : AA CLS | Increase awareness of global perspectives as a result of these sessions                           | Facilitators participated in several hours of training and hosted weekly conversation groups with international students and scholars. Mentors expressed increased confidence in their dialogue facilitation skills, intercultural awareness, and strategies to interrupt bias and foster the engagement of participants of diverse identities.                                                  | Increase the number of facilitators and participants in the future. 2019-20, 2 facilitators and 11 participants.                                                       |
| Professional development of student writing consultants that focuses on antiracist and participatory and culturally sustaining pedagogies (Writing Center) : AA CLS                                                                                           | Evaluations from student consultants                                                              | Qualitative analysis of the following to evaluate the impact of the original training and ongoing professional development of writing consultants in terms of anti-racist, participatory, and culturally sustaining pedagogy: blog entries by consultants, client reports completed after each appointment, completed literacy narratives. Anticipated completion of data analysis in fall 2020. | Develop materials for students and faculty on how to work with multilingual writers in a respectful way that honors their navigation of multiple linguistic realities. |
| Increase access to number of students requesting academic accommodations : AA CLS                                                                                                                                                                             | Number student requests                                                                           | AY20: 338 students, compared to AY19: 299 students                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                        |
| Pronoun website development to help educate on the use of pronouns and the connection to gender identity (ISLSI) : AA CLS                                                                                                                                     | Page views, unique page views, and length of time spent on the page                               | 723 page views 655 unique page views (from a single IP address). Viewers spent an average of 2 min and 58 seconds on the page.                                                                                                                                                                                                                                                                   | Promoting the website when they roll out standards/best practices for UMB signature lines.                                                                             |
| Communicated commitment of inclusion through public display of adopted land acknowledgement throughout the Campus Center.(Event Services): AA CLS                                                                                                             | Event attendance; Feedback                                                                        | 60 people attended the event. Verbal and written feedback collected from clients and guests                                                                                                                                                                                                                                                                                                      | Develop assessment strategies to collection feedback                                                                                                                   |

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| Support students of varying identity groups through academic coaching (ESDS) : AA CLS                                                                                                    | Number of total student utilization                                            | For AY19: 50 student requests; For AY20: 55 student requests as of 4/6/2020                                                                                                                                                                                                                                                                                                       |                                                                                      |
| Develop web accessibility how- to & awareness videos for faculty in collaboration with Faculty Teaching and Learning Center (ESDS) : AA CLS                                              | Number of videos available on FTLC website                                     | As of April 6, 2020, only ESDS Faculty Training on website: <a href="https://www.umaryland.edu/fctl/resources/">https://www.umaryland.edu/fctl/resources/</a>                                                                                                                                                                                                                     | Additional videos to come regarding web accessibility.                               |
| Art Speaks program: continued to offer cultural enrichment through art exhibits throughout the Campus Center (Event Services) : AA CLS                                                   | Number of total participants                                                   |                                                                                                                                                                                                                                                                                                                                                                                   | Create a larger database of artists to showcase within the Baltimore/Washington area |
| Staff training series related to Multiculturalism, Diversity and Inclusion (SCC) : AA CLS                                                                                                | Number of workshops                                                            | Total of 5 workshops hosted SCC staff list of Multicultural and Diversity Professional Development trainings during FY19-20:                                                                                                                                                                                                                                                      | n/a                                                                                  |
| Host an annual campus wide mental health focused signature event (SCC) : AA CLS                                                                                                          | Hiring of new staff                                                            | Counseling center hired a new Prevention and Outreach Coordinator                                                                                                                                                                                                                                                                                                                 | Consider expanding university counseling centers in the area and providing CEUS.     |
| Offer diverse group exercise classes (e.g., Afro Beat, Cardio Island-Style) (URecFit) : AA CLS - Campus Life Services                                                                    | Number of classes/Number of participants                                       | 1 class, 14 participants                                                                                                                                                                                                                                                                                                                                                          | Potentially spotlight classes and increased marketing                                |
| Utilize the YouthWorks program to hire youth ages 14-21 as summer camp counselors (URecFit) : AA CLS                                                                                     | Number of participants                                                         | 9 participants Summer 2019, compared to 5 participants Summer 2018                                                                                                                                                                                                                                                                                                                |                                                                                      |
| Offer Summer U Camp for children ages 7 -10 who attend a UMB Southwest Baltimore partner elementary school or are the children of UMB employees (URecFit) : AA CLS                       | Number of participants                                                         | 40 campers in Summer 2019, compared to 30 campers in Summer 2018                                                                                                                                                                                                                                                                                                                  |                                                                                      |
| Diversity Strategic Planning for all departments (CLS) : AA CLS                                                                                                                          | Department meetings   Number of initiatives identified   Ongoing tracking      | Held foundation meeting with all CLS units during Summer 2019; identified 35 tasks for diversity strategic planning; We will continue to develop and implement initiatives based on the campus climate data and emerging needs and opportunities.                                                                                                                                 |                                                                                      |
| Case presentations by and for clinical staff. Selected cases will include multicultural factors, issues of oppression, and exclusion impacting a student's mental health (SCC). : AA CLS | Number of programs/ Total Participants                                         | Clinical staff began multicultural case presentations in January 2020 and conducted 3 presentations in spring 2020. 3 programs/total of 15 participants                                                                                                                                                                                                                           | Expand to include trainees after hire.                                               |
| Developing strategic partnerships with universities abroad : AA GEI – Center for Global Engagement                                                                                       | Develop formal relationships with universities and educational entities abroad | Relationships established with Coventry University, Haifa University, University of Gambia, and University of Malawi Chancellor College of Law, and others. MHEC application for an UMBGS MS in Vulnerability and Violence Reduction (with Coventry UK and University of Toronto) submitted in March 2020. MHEC application for UMBGS PBC in Global Health Innovation with Centro |                                                                                      |

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|                                                                                                                                                                                                                  |                                                               | InterAmericano de Salud Global in Costa Rica was approved. Program will start in Fall 2021.                                                                                                                                                                                            |                                                                          |
| Promote knowledge, expertise and career development by encouraging every staff member to attend at least one professional development opportunity annually : (CITS) - Center for Information Technology Services | Participation in professional development opportunity         | CITS staff professional development activities indicated that 95 of the 102 CITS staff (93%) participated in at least one professional development activity.                                                                                                                           |                                                                          |
| Expand and promote cultural competence in the CITS by celebrating a climate of diversity and inviting a member(s) of the UMB DAC to speak at an all-staff meeting each year. : CITS                              | Number annual presentations by DAC at CITS all-staff meetings | The DAC will present at the CITS all-staff meeting scheduled for late May 2020, as in the prior two years. These presentations and similar have helped expand and promote cultural competence in unit.                                                                                 |                                                                          |
| Conduct faculty discussions on topics relating to diversity within the curriculum : CSL                                                                                                                          | Number events per year                                        | One event on gender identity; the Office of Admissions includes pronouns in signatures for all communications.                                                                                                                                                                         | More training for faculty on LGBTQ topics.                               |
| Assist in recruiting a diverse class of students, e.g., attending recruitment events, calling prospective students, and publicly communicating our I&E initiatives : CSL                                         | Number opportunities per year                                 | We visited more HBCUs and HSIs and attended more diversity recruitment fairs than ever before. We also improved the advertising for our Diversity and Inclusion Scholars Initiative.                                                                                                   | Increase recruitment and retention for diversity and inclusion scholars. |
| Communicate local, regional, national or international events relevant to our community (e.g., over-policing of communities of color) : CSL                                                                      | Number communications per year                                | One event; hosted a presentation on <i>Just Mercy</i> by Bryan Stevenson with Baltimore City State's Attorney's.                                                                                                                                                                       |                                                                          |
| Fund LGBTQIA students to attend Lavender Law (LGBTQIA-focused conference and job fair) : CSL                                                                                                                     | Number events per year                                        | One event                                                                                                                                                                                                                                                                              | Increase outreach and work with FreeState Justice.                       |
| Train upper-level student mentors on stereotype and other threats to educational environment for marginalized students : CSL                                                                                     | Number events per year                                        | One event                                                                                                                                                                                                                                                                              |                                                                          |
| Conduct implicit bias training for student groups, including competition teams : CSL                                                                                                                             | Number events per year                                        | One event. - We did not host an event this past year on implicit bias.                                                                                                                                                                                                                 | Conducting implicit bias training for faculty and staff.                 |
| Invite speakers to discuss topics related to diversity : CSL                                                                                                                                                     | Number events per year                                        | One event. - We hosted several alumni speakers at our pipeline events.                                                                                                                                                                                                                 |                                                                          |
| Conduct training on gender identity : CSL                                                                                                                                                                        | Number events per year                                        | One event                                                                                                                                                                                                                                                                              |                                                                          |
| Conduct training on micro-aggressions. : CSL                                                                                                                                                                     | Number events per year                                        | One event - We did not attend trainings except on gender identity.                                                                                                                                                                                                                     | Include a greater range of trainings on topics of diversity.             |
| Promote connecting diverse students to the legal community via our Diversity Scholars program. : CSL                                                                                                             | Number students involved                                      | ~ 25; We continue to place a significant number of diversity scholars with our alumni community.                                                                                                                                                                                       |                                                                          |
| Encourage participation in all diversity training programs and to promote awareness to cultural diversity among staff : DAR - Development and Alumni Relations                                                   | No specific measure to report for this initiative             | Recruiting more minority candidates for job openings provided criteria for experience is met. We are pursuing significant cultural diversity, with 30% (11 of 37) of our current staff coming from minority groups. We have focused on diversity as a theme of our staff retreats this | We have more to do in this area.                                         |

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|                                                                                                                                                                                                                         |                                                                                   | past year and will continue to do so moving forward. We have promoted two women to senior positions within the department over this past year.                                                                    |                                                                                                                                          |
| Create a proposal for advocacy/affinity groups as a means to create a safe space where groups of employees can connect and work together to further UMB's diversity and inclusion mission. : Diversity Advisory Council | Completion of proposal                                                            | No data available; however, proposal was created and presented to the Diversity Advisory Council                                                                                                                  | The structure for this initiative needs to be established and funding needs to be secured to support existing and future affinity groups |
| Create an academic program that will enhance the cultural competency of students, faculty, and staff (Graduate School). : GS - Graduate School                                                                          | * MHEC approval;<br>*Begin course design;<br>*Recruit students;<br>*Launch course | MHEC approval received Summer 2018; Recruitment began Fall of 2018; Course design began Spring 2019 and completed Summer of 2020; Degree launched in Fall 2019 with 9 students, second cohort launch in Fall 2020 | We had to move an in-person capstone component online due to COVID-19.                                                                   |
| Follow-up on the results from the 2018 climate survey to address areas of improvement. : (HSL) - Health Sciences and Library                                                                                            | Events held to address results.                                                   | The library hosted an Appreciation at Work Workshop facilitated by HRS OED on January 11, 2019. Several employees participated in Cultural Humility training in March 2019.                                       | Providing and encouraging professional development opportunities for all staff and faculty.                                              |
| UMB has partnered with the Baltimore City to offer a Live Near Your Work program that offers a maximum of \$16,000 towards the purchase of a home in zip codes close to campus : A&F HRS – Human Resources Services     | Number of participants                                                            | 41 UMB employees have purchased homes through the Live Near Your Work program since January 2018                                                                                                                  |                                                                                                                                          |
| Reducing barriers to employment and encouraging career mobility, HRS provides career development consultations to employees with little to no career path or significant wage improvement chances.: A&F HRS             | Number of participants                                                            | 58 staff members have participated in career development consultations; Many UMB employees are members of underrepresented groups                                                                                 |                                                                                                                                          |
| Offer computer classes that prepare staff for administrative jobs who hold positions that have traditionally had little to no career or wage advancement.: A&F HRS                                                      | Number of participants                                                            | 15 staff members have participated in the introductory computer classes; The majority of these employees are members of traditionally underrepresented groups.                                                    |                                                                                                                                          |
| Developed a Manager's Guide to Diversity, Inclusion, and Accommodation : A&F HRS                                                                                                                                        | program implemented                                                               |                                                                                                                                                                                                                   |                                                                                                                                          |
| Culturally Competent Leadership session offered through the Emerging Leaders program : A&F HRS                                                                                                                          | * Number of participants                                                          | Cultural Competence is integrated into the Emerging Leaders development program. Each year 25-30 participants complete the program.                                                                               |                                                                                                                                          |
| Deploy a module in PeopleSoft that provides the opportunity to set up career plans and produce Individual Development Plans (IDPs) for employees' career development paths.: A&F HRS                                    | Successful creation and deployment of module                                      | Career Plan & Succession module was created and has been deployed. The module is currently being used to as a central repository to capture employee interactions with the Office of Career Development           |                                                                                                                                          |
| Foster a culture that embodies the University's core values and that enables and encourages                                                                                                                             |                                                                                   | 8 small groups made up of Chairs, Department Heads, Faculty and Staff have been meeting once a month since                                                                                                        | This has been implemented and is ongoing.                                                                                                |

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| members of the School's community to achieve their highest potential : SOD                                                                                                       |                                                                                                                                                                                           | June 2018 to discuss: The 12 Elements of Great Managing UMB's Core Values SOD'S Strategic Plan                                                                                                                                                                                                   |                                                                                                                                                                                     |
| Programs and services offered through the Nathan Schnaper Intern Program (NSIP) : SOM                                                                                            | Number of NSIP graduates                                                                                                                                                                  | The NSIP trained over 450 interns since its inception and 80 since the start of NCI funding in 2015. Participants: NSIP interns have 19 publications and over 40 meeting presentations to their credit in the past 3.5 years alone.                                                              | Focus on new partnerships with peer programs nationwide for NSIP alumni.                                                                                                            |
| Began developing Equitable Faculty Search Policy, Equitable Promotions Initiative and Equitable Salary Initiative to cultivate an inclusive and equitable SOM environment. : SOM | * Diversity Dashboard to monitor faculty diversity and equity across rank and salary                                                                                                      | Cultural Transformative Advisory Council is working on launching the Diversity Dashboard; the Dean presented Equitable Faculty Search to the SOM Executive Committee and SOM Council – 11/2019                                                                                                   | Will need to continuously monitoring data and consider strategies to address any disparities discovered                                                                             |
| Programs and services offered through the Bridges to the Doctorate program : SOM                                                                                                 | Number of Bridges to Doctorate scholar graduates                                                                                                                                          | Increasing number of Bridges to Doctorate graduates                                                                                                                                                                                                                                              |                                                                                                                                                                                     |
| Programs and services offered through the Congressman Elijah Cummings' Baltimore Science Internship Program (BSIP) : SOM                                                         | Number of BSIP scholar graduates                                                                                                                                                          | As part of UMB's Summer Bioscience Internship Program (SBIP), high school students gained hands-on experience in the health care field with a visit to the Maryland Advanced Simulation Training, Research and Innovation (MASTRI) Center at the UMMC; 21 students participated in SBIP in 2019. | Would like to increase interactions with BSIP/SBIP participants, and increase number of BSIP graduates matriculating to UM SOM                                                      |
| Programs and services offered through University of Maryland Scholars : SOM                                                                                                      | Number of UM Scholars Program Enrollment, Graduates, Current Activities, Diversity                                                                                                        | Piloted a class of 16 scholars. The total number of UM SOM UM Scholars (Program Alumni) is 85.                                                                                                                                                                                                   | Develop additional funding streams to provide opportunities for talented UM Scholars.                                                                                               |
| Programs and services offered through Student National Medical Association (SNMA) : SOM                                                                                          | * Annual Banquet Attendance; *event attendance; *SNMA member attendance /interview day lunches; * # of and attendance/ community engagement activities * Faculty/ student mentor pairings | * Increased attendance by students at SNMA Annual Banquet * Consistent student presence at SNMA Second Look Day Happy Hour * Consistent SNMA member attendance at interview lunches * No current data is available but will be tracked in the future                                             | Increase faculty presence at SNMA Annual Banquet Increase applicant attendance at Second Look Day Happy Hour Enhanced tracking of participation in community engagement activities. |
| Programs offered through Continuing Umbrella of Research Experience (CURE) Scholars Program for 6 <sup>th</sup> - 12th grade students in West Baltimore: SOM                     | Number of UMB Cure scholar graduates                                                                                                                                                      | Several of CURE's current mentors are affiliated with the SOM (~25%) and are connected via SOM's service-learning program. In 2019, CURE developed a partnership with the UM SSW to assign 2-3 CURE interns for their fieldwork placements.                                                      | As the program continues to grow, those social-emotional support needs are also growing; program must find ways to support needs.                                                   |
| Offering unconscious bias education for students, faculty, senior administrative staff, and admissions committee : SOM                                                           | * Number of students and faculty trained * Percentage of faculty                                                                                                                          | * Over 900 students trained* 510 Faculty trained as of April 2020                                                                                                                                                                                                                                | Will need to adjust training strategy for possibility of online workshops in setting of COVID-19 outbreak.                                                                          |

|                                                                                                                                                                                                                                            |                                                                                  |                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                             |
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|                                                                                                                                                                                                                                            | completing training *<br>Climate survey results                                  |                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                             |
| Programs and services offered through the Meyerhoff Scholars Program : SOM                                                                                                                                                                 | Number of recruitment activities including campus visits at UMB and to UMBC      | Consistent number of recruitment activities including campus visits at UMB and to UMBC. The program itself is run by UMBC campus administration. Did provide a presentation at UMBC on Wed March 4, 2020.                                                                                                                                         | UMBC currently has no pre-medical advising on campus, this has presented a challenge with respect to coordinating advising on admissions to medical school. |
| 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. | Numerous health fairs, conferences and workshops have been conducted to drive the research agenda.                                                                                                                                                                                                                                                | Trust within the community, trust for UMMS as partner.                                                                                                      |
| 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                                                                   | 94% of students agree curriculum prepared them to identify cultural disparities in healthcare. 93% of students agree curriculum prepared them to recognize and address cultural disparities in access to and delivery of healthcare. 99% of students agree that APPE experiences allowed them direct interaction with diverse patient populations | Review areas of need and cross walk with curriculum. Plan for improvement.                                                                                  |
| Formed Center for Women in Pharmapreneurism to prepare women pursuing innovative solutions to health care challenges: SOP                                                                                                                  | Currently drafting strategic plan                                                | Secured \$1million for endowed funding for center                                                                                                                                                                                                                                                                                                 |                                                                                                                                                             |
| Track workplace climate survey and hold focus groups to determine how to further improve. Will develop a program to help managers continue to improve workplace climate : SOP                                                              | Compare future campus climate survey results with results from 2016.             | Reviewed 2019 survey with managers and staff at town hall. Reviewed results with faculty assembly.                                                                                                                                                                                                                                                | Address issues found in 2019 survey; improve climate within school and work to improve climate among campus.                                                |
| Incorporate BaFa' BaFa' cross cultural simulated training for PharmD students : SOP                                                                                                                                                        | Conduct pre and post survey                                                      | Cultural Diversity factor post simulated training                                                                                                                                                                                                                                                                                                 |                                                                                                                                                             |
| Increase the number of faculty and staff who have completed diversity and inclusion training : SSW - School of Social Work                                                                                                                 | Percent increase                                                                 | First year of implementation – no data available                                                                                                                                                                                                                                                                                                  | Explore ways to accurately track attendance for activities within and outside of the SSW                                                                    |
| Create a Diversity Spotlight communication to highlight faculty, staff and students who contribute to improving diversity, equity, and inclusion at UMB, and in their personal life.                                                       | Diversity Spotlight volume                                                       | The Diversity Spotlight was launched in March 2019 as a quarterly communication vehicle.                                                                                                                                                                                                                                                          | Increase communication to monthly.                                                                                                                          |

#### Section 4: Diversification of Faculty and Staff

UMB has engaged Dr. Damon Williams, a national expert in strategic diversity leadership, to inventory and design the campus's capabilities, initiatives and structures, positioning UMB to advance its efforts as a champion for effective strategies to improve diversity, equity, and inclusion (DEI) outcomes in the workplace. Dr. Williams' scope of work includes the planned conduct of 15-21 focus groups and a series of personal interviews with 75-120+ UMB leaders. These

data will be transcribed and analyzed to identify key themes, and a list of recommendations for actions. In summary, the DEI inventory and design project will also encompass the following actions below, the results of which will be shared, as appropriate, with the UMB community:

- Activate a campus-wide diversity, equity, and inclusion (DEI) inventory of capabilities, initiatives, and structure;
- Conduct a study of the lived experiences of diverse faculty;
- Conduct a benchmarking study of peer and aspirant institutions DEI efforts;
- Generate a tapered report with clear insights to support your efforts to strengthen your diversity, equity, and inclusion infrastructure;
- Create an interactive one-day event, that builds on the program inventory and creates a space for collaborative action planning to move the campus forward in their efforts to advance a campus community that is inclusive and excellent for all;
- Engage with faculty and staff in the UMB President's leadership program, supporting their development of stronger strategic diversity leadership knowledge, skills, and abilities.

The University leadership, in conjunction with Human Resource Services (HRS), institutional research, the Diversity Advisory Council (DAC), and other units are also undertaking an effort to increase faculty diversity, while also endeavoring to model effective best practices among its higher education peers. Specifically, the UMB objective is to develop an institutional strategy to move UMB from "good to great" in its effort to recruit, retain, and advance faculty diversity at the institution. UMB plans to achieve the following four areas of focus and inquiry: 1) Focus on the UMB institutional environment; 2) Focus on underrepresented minority faculty, including women; 3) Focus on UMB's recruitment practices; and 4) Focus on institutional accountability

***Activities underway or planned to improve and sustain faculty diversification efforts include the following specific objectives:***

- Catalog existing initiatives and programs within each of UMB's Schools aimed at recruiting, retaining, and advancing a diverse faculty
- Conduct a detailed I assessment across schools and departments to come to a shared/accepted baseline understanding of UMB's faculty demographics.
- Review and assess the Education Advisory Board's research data and report on this topic to identify peer institutions that have realized success enhancing faculty diversity.
- Query underrepresented minority faculty to understand and fully appreciate their lived experiences at UMB.
- Identify and adopt best-in-class practices for recruiting and retaining a diverse faculty.
- Develop an accountability framework to assess UMB's efforts and performance in enhancing faculty diversity.

**Section 5: Reporting of Hate-Based Crimes**

The University of Maryland, Baltimore Department of Public Safety adheres to interdepartmental policy and procedures outlined in Written Directive 14.4 entitled, "Clery Reporting Policy" Section II states: "It shall be the policy of the Force to comply with federal laws impacting the daily administration and operation of the UMBPF and to comply with obligations and requirements of the "Clery Act." We publish and distribute an annual "Clery Report" to the US Department of Education. The report identifies campus-based hate crimes as consistent with federal and institutional requirements. The report is published and distributed no later than the 1<sup>st</sup> of October of each year by the agency's Technical Services and Records Lieutenant or designee, consistent with the mandates of the Jeanne "Clery Act" disclosure of campus policy and campus crime statistics. An annual notice of the availability of the campus crime report is generated and made available to all current students and employees by the Technical Service and Records Lieutenant or designee no later than 10 days from the date of publication of the report by the U.S. Department of Education.



## Appendix

### Section I: Institutional Plan and Implementation Timeline

The University of Maryland, Baltimore's FY2017-2021 Strategic Plan serves as a guiding document for achieving the institution's priorities. The current Plan, formed under the leadership of then-President, Dr. Jay Perman, remains an institutional priority under Interim President, Dr. Bruce Jarrell. Each school and vice president-led unit determines its specific goals and tactics that align with the UMB collective Plan. Units then provide updates on the progress of implementation no less than annually. The Institutional Effectiveness, Strategic Planning, and Assessment (IESPA) office analyzes and prepares the annual institutional update, which reports are available on its website at <https://www.umaryland.edu/about-umb/strategic-plan/progress-report/>.

The Plan consists of six themes. As it relates to this report, the theme "Inclusive Excellence" defines our broad strategic objectives for establishing UMB as a leader in promoting cultural diversity and inclusion among our faculty, staff, and student populations. As of the writing of this report, the Covid-19 pandemic is impacting university decisions at rapid speed. It is a likely scenario that disruptions will occur in completing some planned initiatives. UMB, however, will continue to prioritize achieving a culturally-diverse workplace and an inclusive environment for our students to excel and contribute.

### Section II: Description of the way the institution addresses cultural diversity among its students, faculty, and staff populations

#### Strategic Student & Campus Initiatives

Cultural diversity is addressed and enhanced in a variety of ways within each of UMB's seven Schools and across campus. The campus continues to recruit diverse students who reflect the demographic diversity within Baltimore and the world. For example, spring 2020 enrollment data reveal the proportion of minority students increased from 41% to 44% since the implementation of the UMB 2017-2021 Strategic Plan. The following section will highlight examples of significant initiatives during the 2019-2020 academic year focused on supporting underrepresented populations and advancing the intercultural competencies of all students.

UMB continues to implement initiatives based on findings from the February 2018 administration of the Education Advisory Board (EAB) Campus Climate Survey to students. The survey results helped us understand students' experiences, perceptions, and behaviors with diversity and inclusion on campus. UMB Student Affairs, the Schools, and units on campus developed action items based on areas of need and recommendations from the campus climate work group, comprised of students, faculty, and staff. Examples of initiatives include: developing a student pantry slated to open in fall 2020; creating websites that outline resources for diverse populations (e.g., online students, students who are parents, veterans); began the development of a primary/preferred name policy; and improving communication to the campus about the availability of gender inclusive restrooms. "Factuality" workshops focused on structural inequality that were scheduled to occur in March 2020 were postponed due to COVID-19. These two 90-minute workshops for students, faculty, and staff will be rescheduled for 2020-2021. Initiatives will continue to be developed and implemented. An infographic summarizing key findings will be updated to include initiatives and findings from the Spring 2020 administration of the survey.

Presidential transformational funding was awarded in Summer 2019 to create an Intercultural Leadership and Engagement Center. The Center was created due to student feedback and per the recommendation of a campus-wide multicultural center taskforce. The taskforce developed recommendations informed by feedback collected over a six-month period from students, faculty, and staff. The mission of the Intercultural Leadership and Engagement Center will be to focus on the following: supporting underrepresented populations; developing and implementing interprofessional experiences for all students designed to advance outcomes associated with UMB's Core Values and cultural competence statement; and serving as a strategic partner with faculty, staff, and administrators to create an inclusive climate and advance priorities focused on diversity, inclusion, and equity.

UMB entered the American Council on Education's 16<sup>th</sup> Internationalization Lab cohort in August 2018 with 10 other universities. ACE assists the cohort of universities to undergo "comprehensive internationalization," which includes providing support from a mentor and expert advice during the 2-year process. UMB assembled a campus-wide Internationalization Steering Committee comprised of a representative from each school and key campus leaders. Over two years, the UMB Steering Committee analyzed the current international activities and goals at each School; compiled information and recommendations from central administration entities that have a role in global activities on campus; articulated institutional goals for global activities; and formulated a strategic action framework to guide internationalization efforts into the future. UMB's final Internationalization Report will be published in hard copy and online in Summer 2020 with a campus-wide presentation in Fall 2020. The report will include an analysis of how COVID-19 may impact internationalization on campus, including potential impacts on the number of international students, and recommendations for global activities in the post-COVID-19 era.

#### Faculty and Staff Populations

HRS remains committed to fostering a diverse and inclusive environment at the university. HRS operations span the university, and through our people-related processes, we can collaborate to impact the experiences of both staff and faculty positively. We will continue to share data and best practices across the university and provide expert input in critical 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. Also, HRS continues to demonstrate our senior leaders' pledge 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, unit leaders are diversifying their recruitment efforts to hire qualified individuals from underrepresented groups.

#### **Section III: Plans to enhance cultural diversity (if improvement is needed)**

UMB will continue to review data on the impact of its cultural diversity goals in addition to pursuing proactive steps to increase our institutional cultural awareness and outcomes quotients year over year. Results will be shared institution-wide, as appropriate, and plans to mitigate any incongruities will be evaluated.

#### **Section IV: Process for reporting campus-based hate crimes**

The University of Maryland, Baltimore Department of Public Safety adheres to interdepartmental policy and procedures outlined in Written Directive 14.4 entitled, "Clery Reporting Policy" Section II states: "It shall be the policy of the Force to comply with federal laws impacting the daily administration and operation of the UMBPF and to comply with obligations and requirements of the "Clery Act." We publish and distribute an annual "Clery Report" to the US Department of Education. The report identifies campus-based hate crimes as consistent with federal and institutional requirements. The report is published and distributed no later than the 1<sup>st</sup> of October of each year by the agency's Technical Services and Records Lieutenant or designee, consistent with the mandates of the Jeanne "Clery Act" disclosure of campus policy and campus crime statistics. An annual notice of the availability of the campus crime report is generated and made available to all current students and employees by the Technical Service and Records Lieutenant or designee no later than 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 1<sup>st</sup> of August using an electronic online submission to the U.S. Department of Education's website. The submission of all "Clery Act" reportable statistical data including (hate-crimes) is completed annually to comply with the "2008 Amendments to the "Clery Act" which mandates that "Hate Crimes" be reported in the published annual "Clery Act" report.

In addition, in support of the mandated requirements for compliance by the University of Maryland, Baltimore Department of Public Safety, regarding the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act; Title 20, USC, SS 1092 (f), the records section request submission of required reporting from the Baltimore Police Department's Central and Western Districts which surround the University. The agency makes crime logs available to all students, employees, prospective students and prospective employees and members of the public at the Police Communications Center.

Also, the University of Maryland, Baltimore Department of Public Safety, works with the Executive Director of Diversity and Inclusion/Title IX Coordinator. The Executive Director of Diversity and Inclusion/Title IX Coordinator works closely with our agency's Clery and Victim Assistance Coordinators as needed. The Executive Director of Diversity and Inclusion/Title IX Coordinator also manages policies and procedures that permit administrative review and response apart from law enforcement when there is a hate crime including sexual violence. Where the alleged perpetrator is a member of the campus community, Office of Diversity and Inclusion/Title IX can establish a review process that includes assuring accountability for actions substantiated as having occurred. Also, when the impacted party is a member of the campus community, they can provide support and assistance to assure ongoing access to work, school, and other services.

#### **Section V: 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 2,732 (41%) of the 6,717 enrollment total during Spring 2020. UMB awarded \$3,066,232 in state funds to 394 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.

### 2019-2020 Academic Year Diversity Awards

| Unit                                                  | Dollar Amount      | Number of Students |
|-------------------------------------------------------|--------------------|--------------------|
| School of Medicine - MD                               | \$1,845,000        | 64                 |
| School of Dentistry - DDS                             | \$457,000          | 91                 |
| School of Dentistry - BSDH                            | \$0.00             | 0                  |
| Carey School of Law - JD                              | \$339,258          | 27                 |
| School of Pharmacy - Pharm D                          | \$134,650          | 44                 |
| School of Social Work - MSW                           | \$164,100          | 61                 |
| Physical Therapy - DPT                                | \$18,283           | 10                 |
| School of Nursing - BSN                               | \$83,001           | 83                 |
| Department of Medical & Research Technology - BS-DMRT | \$24,940           | 14                 |
| <b>Total Awarded</b>                                  | <b>\$3,066,232</b> | <b>394</b>         |

**UNIVERSITY OF MARYLAND,  
BALTIMORE COUNTY**

**UMBC  
PROGRESS REPORT  
ON  
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY**



**JULY 31, 2020**

## Summary Statement

UMBC has continued in 2019-20 to implement its 2019 Diversity Plan, including throughout the shift after spring break to online teaching, learning and work due to the coronavirus pandemic, a summer session of classes online, and planning for mostly online and limited in-person classes for fall.

### Diversity in Graduate and Undergraduate Enrollment

For both graduate and undergraduate recruitment and enrollment initiatives, COVID 19 has had a serious financial impact on students and their families. Students and families are rethinking their academic plans, considering options and even delaying their education. This changing financial landscape will require not only additional financial resources to support both the recruitment and retention of students but also flexibility in our approach to the delivery of instruction and academic and support services as students and families balance school, work and family.

### Diversity in Faculty Hiring

During this pandemic and continuing movement for social justice and equality, UMBC is committed to the recruitment, retention, and advancement of underrepresented minority faculty, who are disproportionately affected by these crises. In light of these circumstances, we are currently evaluating the impact of budgetary constraints on our ability to hire more faculty. Notwithstanding these challenges, faculty diversity and inclusive excellence remains a guiding principle of our institution. Consequently, we have prioritized faculty hiring through our Postdoctoral Fellowship for Faculty Diversity program for the coming academic year.

### Diversity in Student Affairs and Services

The Division of Student Affairs has been careful to take into consideration the various ways students are being impacted by COVID-19, ongoing racial unrest in our country, and the dramatic changes in employment and income across the nation. Along with health, sense of belonging, and safety, exploring access, equity, and inclusion remain at the forefront of our decision making.

### New Office of Equity and Inclusion

UMBC's newly established Office of Equity and Inclusion (OEI) is responsible for promoting and coordinating the University's core values of inclusive excellence and equity. OEI has primary responsibility for managing UMBC's efforts related to Title IX and other civil rights issues. The office ensures compliance with sexual misconduct and non-discrimination laws, regulations, and policies through prompt, fair investigations, informal resolution, education, training, outreach and engagement.

Since its inception, OEI has been focused on building infrastructure and establishing community relationships while continuing to provide services to community members concerned about or affected by discriminatory harassment and sexual misconduct.

In recent months, OEI officially launched a new online reporting form for sexual misconduct and/or discrimination which permits anonymous reporting by students, faculty, and staff. With thoughtful development already in progress, the online reporting platform will also support efficient and effective case management of all concerns reported to OEI regardless of how issues are brought to OEI's attention. This form will be used to report conduct that is prohibited under the UMBC Sexual Misconduct (Title IX) Policy or the Anti-Discrimination Policy. These policies cover actions by UMBC students, employees, faculty, staff, interns, contractors, volunteers and visitors including:

- Discrimination or Harassment on the basis of race, creed, color, religion, sex, gender, pregnancy, age, gender identity or expression, ancestry or national origin, citizenship status, veterans status, marital status, sexual orientation, physical or mental disability or genetic information with respect to educational programs or with respect to terms and conditions of employment
- Hate/ Bias incidents
- Sexual and Gender Based Harassment, Sexual Assault, Sexual Coercion, Sexual Exploitation, Sexual Intimidation, Interpersonal Violence, Relationship Violence, Domestic Violence, Stalking, Cyber Harassment or Cyber Stalking
- Retaliation for reporting or participating in the investigation of any of the issues above

Nearly all students, faculty, and staff have completed the mandatory online and/or in-person training related to sexual misconduct in the last year. OEI is beginning to assess needs and plan programming for online and eventual live trainings intended to enhance prevention and education initiatives related to various forms of discrimination and bias, as well as continued initiatives to strengthen primary prevention and secondary education on sexual misconduct.

OEI has also initiated efforts to establish an independent internet presence. Content for the new office's website <https://oei.umbc.edu/> is being added as it is developed and ready for roll out. Currently viewers can find current policies, the online report form link, resource and referral information for on and off campus support services, and information regarding student rights and responsibilities. The site will ultimately house updated policies and procedures, and comprehensive resource lists developed with attention to identity-specific needs.

**2019-2020  
Institutional Programs of Cultural Diversity Annual Progress Report**

**Institution:** University of Maryland, Baltimore County

**Date Submitted:** 07/31/2020

**Point(s) of Contact (names and email addresses):** Beth Wells, [bwells@umbc.edu](mailto:bwells@umbc.edu)

**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, and 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**

| <p><b>USM Goal 1:</b> Increase the numerical representation of traditionally underrepresented groups among students, staff, and faculty. <b>UMBC Goal 1 (from 2019 Diversity Plan):</b> To ensure access to educational and employment opportunities for a diverse, student, faculty, and staff and community. <b>UMBC Goal 2 (from 2019 Diversity Plan):</b> To encourage and support individual development and advancement.</p> |                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                 |
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| Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff and faculty.                                                                                                                                                                                                                                                                                          | Metrics to measure how progress of each initiative is being evaluated                                                                                                                                                      | Data to demonstrate where progress has been achieved/Indicators of Success                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Areas where continuous improvement is needed                                                                                                                                                    |
| <p><b>Enrollment Management:</b> Reception and Overnight for Academically Talented Hispanic/Latino High School Students: For high school sophomores and juniors with demonstrated academic achievement.</p>                                                                                                                                                                                                                        | <p>*Number of event attendees and<br/>*Number of event attendees submitting admission application, admitted, and enrolled</p>                                                                                              | <p>Attendance for the Spring 2019 event: 22 students; 50 total guests</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Increased analysis of students who attended program and subsequently applied and enrolled at UMBC.</p>                                                                                       |
| <p>Reception for Academically Talented African American High School Students: For high school sophomores and juniors with demonstrated academic achievement.</p>                                                                                                                                                                                                                                                                   | <p>*Number of event attendees and<br/>*Number of event attendees submitting admission application, admitted, and enrolled</p>                                                                                              | <p>Attendance for the Spring 2019 event: 100 students; 292 total guests</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Increased analysis of students who attended program and subsequently applied and enrolled at UMBC.</p>                                                                                       |
| <p>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.</p>                                                                                                                                                                                              | <p>Number of eligible students from each school district offered an award.<br/><br/>Number of awardees who ultimately enroll.</p>                                                                                          | <p>For Fall 2019, 1 student in Baltimore City and 5 students in PG County qualified for a CEO award. 116 admitted freshmen from Baltimore City and 228 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, 31 students from Baltimore City and 58 from Prince George's County accepted, compared to 41 and 54 respectively for Fall 2018. It should be noted that in Fall 2019, UMBC enrolled a smaller freshman cohort overall so the yield on Baltimore City and Prince George's County merit scholars is reflective of the overall yield.</p> | <p>Additional outreach to the Superintendents/CEO's is needed to better identify qualified students who would benefit from the award.</p>                                                       |
| <p>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.<br/>Number of students who apply to UMBC,<br/>Number of students who are admitted to UMBC<br/>Number of students who were awarded merit scholarships.</p> | <p>For Fall 2020, 9,024 students indicated interest in UMBC. Of those, 778 applied for admission, 489 were admitted and 266 were offered a scholarship. For Fall 2019 entering class, 8,011 students indicated interest in UMBC. Of those, 1,224 applied for admission, 872 were admitted and 510 were offered a scholarship.</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> |



| 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p><b>Enrollment Management contd...</b><br/>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<br/>Number of workshop attendees completing the FAFSA during the workshop.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>The most recent workshop was held in October 2019 for the 2020-21 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><b>Faculty Diversity and Faculty Development Center - STRIDE</b></p>                                                                                                                                                            | <p>STRIDE offers campus-wide focused conversations, targeted search committee consultations, and provides advice and counsel to the Colleges. STRIDE regularly reports to the URM Executive Committee about their activities.<br/>STRIDE collects evaluations from Focused Conversations and the Director of STRIDE conducts a pre-consultation with departments/committees prior to consultations and then follows up with search committee chair or department chair after consultations for feedback and additional needs.</p>                                                                                                                                                                                                                                         | <p>In Summer 2019, STRIDE welcomed three new fellows to account for the planned attrition of three inaugural fellows. This new STRIDE Committee for the first time has a member from the Arts. STRIDE continues to have representation from all three colleges. STRIDE has met with the URM Executive Committee and the Black Faculty Committee to discuss progress, areas for improvement, and needs</p>                                                                                                                                                                                                                                       | <p>Ensure that STRIDE fellows receive continuous educational training. Provide newer members with additional support and education around literature on diversity and inclusion to prepare them to lead STRIDE activities. Meet with members of UMBC's Community Based Faculty groups annually to receive peer feedback on STRIDE's work. Strengthen our retention efforts particularly around providing department chairs with support and advice for inclusive mentoring of faculty. Plan for attrition of STRIDE fellows.</p> |
| <p>Interfolio Faculty Search</p>                                                                                                                                                                                                   | <p>The Office of the Provost, in partnership with the offices of the collegiate deans, 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. Interfolio Faculty Search provides us with real-time analytics to make immediate adjustments to a faculty search (i.e., requiring a committee to recruit additional applicants, expanding long, short, and interview lists).</p> <p>Review of the data annually by the URM Executive Committee and ADVANCE Executive Committee. Longitudinal analyses of diversity of UMBC's applicant, interview, and hires since 2014 disaggregated by College to identify progress and areas for improvement.</p> | <p>Based on Interfolio report data, deans have made such adjustments to faculty search as requiring a committee to recruit additional applicants, considering more applicants on the long short, and interview lists. The data from Interfolio combined with UMBC's search expectations have allowed committees to avoid ranking finalists and instead focus on the criteria and select the best candidate.</p> <p>Interfolio: Faculty Search in tandem with our other diversity interventions (STRIDE, Postdoctoral Fellowship) has allowed us to document a statistical increase in the diversity of our applicant, interview, and hires.</p> | <p>Working with Human Resources and Interfolio to further streamline our use of Interfolio: Faculty Search for data reporting. Working in partnership with the Deans to ensure that Provost Office faculty search and reporting expectations are communicated to each department and search.</p>                                                                                                                                                                                                                                 |
| <p>Postdoctoral Fellowship for Faculty Diversity</p>                                                                                                                                                                               | <p>Conversion of postdocs from Cohort V into tenure track positions.</p> <p>Recruitment of Cohort VI in Fall 2020.</p> <p>Participation of College of Engineering and Technology and the successful piloting of an Arts analog to the fellowship in Cohort VI. URM Executive Committee oversight of the program and engagement with the College of Arts, Humanities, and Social Sciences and host Departments.</p>                                                                                                                                                                                                                                                                                                                                                        | <p>Successfully recruited three new fellows for Cohort V. One fellow from Cohort V has been successfully converted to Assistant Professor with the appointment beginning in Fall 2020.</p> <p>Provided Postdoc On-Boarding Training to mentors, department chairs, administrative support staff, and fellows. Clearly delineated roles, responsibilities, and expectations for all individuals involved in fellowship. Continuous assessment of fellows' progress through templated Faculty Development Plans at the beginning of each semester and End-of-Semester Progress reports for both the fellow and mentors.</p>                       | <p>Development of separate criteria for Arts analog program. The Provost Office and College of Engineering and Information Technology are developing a recruitment strategy for Cohort VI and identifying opportunities for additional College support for hired fellows. Creating a shared online resource for UMBC departments of materials related to the fellowship program. Incorporation of appropriate research centers into on-campus interviews for finalists in Cohort VI process.</p>                                 |

| Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff and faculty. | Metrics to measure how progress of each initiative is being evaluated                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Data to demonstrate where progress has been achieved/Indicators of Success                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Areas where continuous improvement is needed                                                                                                                                                                                                                                                                                                                                       |
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| <b>Faculty Diversity and Faculty Development Center contd..</b><br>Postdoctoral Fellowship for Faculty Diversity contd...                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Based on lessons learned and assessing Cohort I through V, the URM Executive Committee, Provost Office, and the Deans Office have revised our selection process and timelines for Cohort VI to ensure that we can make offers to finalists by January 2021 instead of the previous March award period.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Continuously monitoring progress of current fellows and providing feedback to mentors and fellows where appropriate.                                                                                                                                                                                                                                                               |
| Pilot of CNMS Natural Sciences Pre-professoriate fellowship                                                                               | Recruitment of three new Pre-professoriate fellows to begin in August 2020 in Biological Sciences. Continued support for current fellows in Chemistry and Biochemistry and Physics.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Physics and Chemistry and Biochemistry successfully hired a fellow into their departments. Three of four academic departments in the College of Natural and Mathematical Sciences are now participating in the program. The current searches for fellows in Biological Sciences have worked with STRIDE to develop their recruitment process.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Continue diversity outreach efforts and assessing the applicants' pool via Interfolio: Faculty Search. Continue monitoring on-boarding of fellows and development of mechanisms to assess their research, teaching, and professional development progress. Work with STRIDE to improve the process as needed.                                                                      |
| On-Ramps to Full Professor                                                                                                                | <p>Tracking the progress of the original 8 women in STEM Associate Professors in the NSF funded 2013-2015 On-Ramps to Full Professor Program by requesting updated CVs annually.</p> <p>Launching Phase II of On-Ramps to Full Professor, which applies to model to support the progression to full for women of color associate professor in UMBC's College of Arts, Humanities, and Social Sciences. Using their research acceleration plan, awardees evaluate their progress in a mid-year report and end-of-year report. At the end of the program department chairs also submit a progress assessment for each participant</p> <p>The Provost Office will assess the entire program as it did after Phase I for potential program expansion.</p> <p>As part of institutionalization efforts, On-Ramps II provides campus-wide research acceleration workshops for all associate professors.</p> | <p>Two women from On Ramps I have achieved full and one is now also a department chair.</p> <p>In AY 19-20, four women of color in rank 6-10 years received individualized awards. Applicants submitted a research acceleration plan (with goals, timelines, and benchmarks for measuring success), a current C.V. and letter of support from their chair.</p> <p>Awards average \$20,000 and support their research in the form of graduate assistant support, travel funds, course releases, additional research funds, and the services of a research writing coach.</p> <p>The mid-year reports (December 2019) from On-Ramps Cohort II indicate that the awardees are making intentional progress on their research acceleration plans. Campus-wide, the On-Ramps program provided two publishing workshops for associate professors on journals and books in Fall 2019. In January 2020, the Office of the Provost also funded a one-day seminar on <i>Write Winning Grant Proposals</i> facilitated by Grant Writers Seminars and Workshops. In February 2020 the Provost Office hosted its annual Faculty ADVANCEment Workshop on Promotion to Full.</p> | Ensuring communication and involvement of the department chairs in the awardees progress. Monitoring the service obligations of those participating in the cohort program. Working with the Colleges and Research Centers to develop more local and individualized support around grant writing. Analyzing the progress of Cohort II to determine how UMBC can expand the program. |

| 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                                                                                                                                                                                                                                        |
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| <b>Graduate School</b> - Recruitment: Summer Horizons Program– co-sponsored by the Graduate School at UMBC; USM PROMISE: Maryland’s AGEP; the USM Louis Stokes Alliance for Minority Participation (LSAMP, and the Meyerhoff Graduate Fellows Program.                                                                                                                                         | We have pre-registration questions to assess expectations, and post-event evaluations to measure the impact of the content that was delivered.<br><br>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 the 14% who identified as “other”); 32% of the participants had not received any information on preparing for graduate school prior to attending the Summer Horizons program. 88% reported learning something new about the application process;                                                                                                     | We want to be sure that we are reaching all under-represented undergraduate students and get more participation from schools outside of UMBC. Most participants learned about the program through their summer research/internship programs, faculty, or university staff members   |
| <b>Summer Success Institute Postdoc Recruiting Day:</b> UMBC hosted the AGEP PROMISE Academy Alliance (APAA), a USM collaborative project to diversify faculty through postdoctoral hiring, Postdoc Preview Day. This event was in anticipation of position openings for APAA postdoctoral fellows at the schools in the Alliance: UMBC, UMD, Salisbury University, Towson University and UMB. | Evaluations were completed after the event to determine the benefit of the event, the likelihood of the scholar applying to be a part of the AGEP PROMISE Academy Appliance Fellowship program.                                                                                                      | 8 postdocs attended, 87.5% of which were underrepresented minorities. 86% of participants found sessions “very useful” or “extremely useful” and 75% said they were “very likely” or “extremely likely” to apply to APAA fellow positions.                                                                                                                                                                   |                                                                                                                                                                                                                                                                                     |
| <b>PROMISE Engineering Institute (PEI):</b> As part of faculty diversity recruitment efforts, UMBC (COEIT) leads a new grant with MSU, UMCP, and JHU, to expedite the career preparation of graduate students and postdoctoral fellows so that they can be considered for tenure-track faculty positions. This is a NEW * discipline-specific* effort.                                         | PEI was in the process of moving, with the PI, to UC Davis during much of 2019. As part of the transition process the contract with the external evaluator was terminated and most activities were place on hold.                                                                                    | We had 6 underrepresented minority students attend National Society of Black Engineers meeting, SREB, attending seminars on becoming faculty, networking, etc. In addition, we had a panel of distinguished engineering faculty at the Summer Success Institute. 100% of participants agreed or strongly agreed (in an evaluation) that this session was helpful.                                            |                                                                                                                                                                                                                                                                                     |
| HR Continue outreach to campus search committees                                                                                                                                                                                                                                                                                                                                               | Monitor diversity of search committees and in- person charge to campus search committees focused on talent acquisition and retention                                                                                                                                                                 | Ensure members of search committees are aware of campus mission of recruiting and retaining a diverse workforce                                                                                                                                                                                                                                                                                              | Training provided by HR staff and recommended webinars                                                                                                                                                                                                                              |
| <b>Women’s Center</b> - Returning Women Students Scholars + Affiliates Program                                                                                                                                                                                                                                                                                                                 | Tracking/attendance of scholarship funding and events; Retention and graduation rates; Program and event evaluations; Feedback from mid-semester check-ins. Exit Survey for Scholars.                                                                                                                | \$79,507 in scholarships awarded in FY19; 24 scholars + 3 affiliates are part of program.<br><br>Returning Women Student Scholars + Affiliates retention from Fall 2018 to Spring 2019 is 87% while other UMBC undergraduate women students 25 years and older returned at an overall rate of 70%.                                                                                                           | More robust programming, advising, and support for this scholars program and outreach to more adult learners not affiliated with scholars program to include providing more effective virtual programming and connection. Limited staffing impacts further success of this program. |
| <b>Women’s Center</b> - 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 FY20 (through 3/27/20) staff have recorded at total of 188 1-1 conversations with students, faculty and staff for a total of 130 hours: 70 1-1 conversations with students and F/S related to sexual misconduct (to include 23 reports to Title IX); 22 1-1 conversations with students/faculty/staff related to mental health; 14 1-1 conversations with students/staff/faculty related to LGBTQ issues. | Increase continued awareness about this critical Women’s Center service; increase staffing in order to also meet the increase in numbers.                                                                                                                                           |
| <b>Meyerhoff Scholars Program</b> - During the AY 2019-2020, there were a total of 6 staff and 245 students from the Meyerhoff Scholars Program.                                                                                                                                                                                                                                               | Demographic data for the number of students in the Meyerhoff Scholars Program.                                                                                                                                                                                                                       | 245 students enrolled for the 2019-2020 academic year, 78% are underrepresented racial and ethnic minorities (African American and Hispanic/Latino).                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                     |
| 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 – 3.51 (3.43 URM)                                                                                                                                                                                                                                                                                                                                      | Maintain high expectations and guidance with staff and peer advising.                                                                                                                                                                                                               |
| Graduating students for the academic year 2018-2019 placement.                                                                                                                                                                                                                                                                                                                                 | Number of Graduates<br>Number of Graduates placed in Graduate and Professional Degree Programs                                                                                                                                                                                                       | Graduates – 44<br>Placement into Graduate and Professional Programs – 36 (82%) (66% URM)                                                                                                                                                                                                                                                                                                                     | Work with Graduate schools to provide access to our scholars.                                                                                                                                                                                                                       |

| <b>Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff and faculty.</b>                                                                     | <b>Metrics to measure how progress of each initiative is being evaluated</b> | <b>Data to demonstrate where progress has been achieved/Indicators of Success</b>                                                                                                                                                                                                                                                                                                   | <b>Areas where continuous improvement is needed</b>                                                                                        |
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| <p><b>CWIT:</b> Increase the participation and success of female and URM undergraduates in engineering and information technology.</p>                                                                               | <p>Demographics of incoming cohorts, GPA, graduation rate</p>                | <p>Incoming fall 2019 CWIT scholar cohort (19 students) was 100% female and 23% URM. Incoming fall 2019 Cyber Scholar cohort (14 students) was 57% female and 42% URM. Overall GPA of current CWIT Scholars is 3.34 and of current Cyber Scholars is 3.64. Overall 6-year graduation rate for CWIT Scholars is 68% and for Cyber Scholars is 93%.</p>                               | <p>Recruitment and selection processes are under review to incorporate best practices to yield more URM scholars accepting our offers.</p> |
| <p>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.</p>                      | <p>Demographics of incoming cohorts, GPA, graduation rate</p>                | <p>Incoming fall 2019 CWIT scholar cohort (19 students) was 100% female and 23% URM. Incoming fall 2019 Cyber Scholar cohort (14 students) was 57% female and 42% URM. Overall GPA of current CWIT Scholars is 3.34 and of current Cyber Scholars is 3.64. Overall 6-year graduation rate for CWIT Scholars is 89% and for Cyber Scholars (who are chosen as freshmen) is 100%.</p> | <p>Recruitment processes are under review to incorporate best practices to increase the number of eligible applicants.</p>                 |
| <p>We conduct two events each year, Cyber 101 and Bits &amp; Bytes, aimed at high school girls thinking of studying technology, with the goal of reinforcing that interest and recruiting them to UMBC and CWIT.</p> | <p>Demographics and numbers of participants</p>                              | <p>This year, Bits &amp; Bytes served 22 girls, 13 of whom (59%) were from under-represented minorities. Cyber 101 served 25 girls, about 40% of which were from under-represented minorities.</p>                                                                                                                                                                                  | <p>We continually assess and improve the effectiveness of these outreach programs.</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

| Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:                                                                                                                                       | Metrics to measure how progress of each initiative is being evaluated                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Data to demonstrate where progress has been achieved /indicators of success                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Areas where continuous improvement is needed                                                                                                                                                                                                                                                                                                                                                                                        |
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| <ul style="list-style-type: none"> <li>• <b>faculty and staff cultural training programs;</b></li> <li>• <b>Curricular initiatives that promote cultural diversity in the classroom, and</b></li> <li>• <b>Co-curricular programming for students.</b></li> </ul> | <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 2019 SSI workshops focused on “Living your best life” as an academic, work-life balance, bringing your full self to the table, and career advancement in addition to networking and panel events.</p>                                                                            | <p>In 2019, 112 participants attended, 88% of which were underrepresented minority. Of those that did the post-event survey, 80-93% felt sessions were “very” or “extremely” useful. 87% 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><b>Human Resources</b><br/>Race in the Workplace, 2/19/19 Part I</p>                                                                                                                                                                                           | <p>Participant survey to measure before and after knowledge, skills, and abilities related to the following learning objectives:<br/>Understanding and building empathy for the social conditioning that has led to not talking about race; Uncovering the benefits of having proactive discussions personally, professionally, and in the workplace; a three-prong approach is used to dissect this conversation into its component parts and understand each version of the conversation. This session is open to all UMBC faculty and staff.</p> | <p>61% rated their knowledge, skills, and abilities in this area to have increased as a result of this program; a combined 80% rated the course content as Excellent or Above Average; A combined 88% found the instructor either Excellent or Highly Effective. Qualitative responses indicated the following positive indicators of participant learning in the domains of: comfort and skill in approaching challenging conversations; understanding systemic racism and its pervasiveness in our culture; ability to share personal experiences with each other and enhance understanding of different perspectives; a balanced perspective on the topic and helping different groups understand each other.</p> | <p>Overall marks for this program were high. The following suggestions for improvement were made: Increase opportunities for engagement with peers and deeper discussion on the topic; increase time for these sessions to allow for more experiential activities; be mindful of multiple generations and their unique experiences; include other POC group perspectives in the mix (beyond a conversation of black and white).</p> |
| <p>3/11/19 Race in the Workplace Part II</p>                                                                                                                                                                                                                      | <p>Participant survey to measure before and after knowledge, skills, and abilities related to the following learning objectives: Recognize the actions that they can take to approach this topic in a more productive way; Make personal commitments to increase trust and build relationships. This session is open to all UMBC faculty and staff.</p>                                                                                                                                                                                             | <p>A combined 87% of participants rated the course as Excellent or Above Average in increasing their knowledge, skills, and abilities in this topic area; a combined 87% rated the course content as Excellent or Above Average; A combined 88% found the instructor either Excellent or Highly Effective. Qualitative responses indicated the following positive indicators of participant learning in the domains of: addressing subtle and not so subtle forms of racism when it happens; increasing empathy for differing experiences/ perspectives of others; initiating intentional conversations about race and inclusion with colleagues, especially white colleagues.</p>                                   | <p>Overall marks for this program were high. The following suggestions for improvement were made: Increase visibility of this topic/workshop for leaders and others on campus and encourage broader attendance; either fold in or create a separate course for other people of color/identities (Latino, LGBTQ).</p>                                                                                                                |

| <p><b>Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:</b></p> <ul style="list-style-type: none"> <li>• <b>faculty and staff cultural training programs;</b></li> <li>• <b>Curricular initiatives that promote cultural diversity in the classroom, and</b></li> <li>• <b>Co-curricular programming for students.</b></li> </ul>    | <p><b>Metrics to measure how progress of each initiative is being evaluated</b></p>                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>Data to demonstrate where progress has been achieved /indicators of success</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Areas where continuous improvement is needed</b></p>                                                                                                                                                                                                                                                                                 |
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| <p><b>Human Resources contd....</b><br/>Intercultural Development (HR Diversity Learning Track; 3/4/2019)</p>                                                                                                                                                                                                                                                                                                  | <p>Participant survey to measure before and after knowledge, skills, and abilities related to the following learning objectives: explore basic and intermediate concepts related to intercultural communication and develop skills designed to improve their interactions across cultural differences. Participants received a detailed profile of their IDI results and had an opportunity to discuss these within the context of inclusive excellence at UMBC.</p> | <p>A combined 94% of participants rated the course as Excellent or Above Average in increasing their knowledge, skills, and abilities in this topic area; a combined 82% rated the course content as Excellent or Above Average; A combined 100% found the instructor either Excellent or Highly Effective. Qualitative responses indicated the following positive indicators of participant learning in the domains of: awareness in speaking to and working with members of different cultures; empathy for the experiences of members of other cultures in learning new language, navigating our culture, etc.; increased curiosity about cultural customs, traditions, and behavior.</p> | <p>Overall marks for this program were high. The following suggestions for improvement were made: Less instruction and more time for personalized application and discussion; time to debrief the IDI results prior to the workshop and create a personalized plan in the session</p>                                                      |
| <p><b>Student Affairs (Career Center)</b><br/>Creating positive interactions and cultural awareness among students, faculty, and staff by:<br/>1. Collaborating with International Education Services to host an International Student Career Conference.</p>                                                                                                                                                  | <p>Student Attendance. Post-participation survey measured: Satisfaction</p>                                                                                                                                                                                                                                                                                                                                                                                          | <p>60 students attended the Spring 2020 conference compared to 56 in spring 2019.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Continue to increase student participation.</p>                                                                                                                                                                                                                                                                                         |
| <p><b>Student Affairs (Campus Life)</b><br/>Creating positive interactions and cultural awareness among students, faculty, and staff by:<br/>Implementing several SafeZone LGBTQ+ Allyship Development Workshops throughout the year. This workshop is designed to help students, alumni, staff, and faculty to create a more welcoming, affirmative atmosphere for LGBTQ+ members of the UMBC community.</p>  | <p>Use participant post workshop evaluations that include Likert scale and open-ended questions. A pre and post-test is also implemented to measure knowledge retention of SafeZone content.</p>                                                                                                                                                                                                                                                                     | <p>Participants reported that the training offered a safe, yet critical place to learn. Allowed participants to explore the nuances between sex, gender, gender identity, gender expression, sexual orientation and romantic orientation.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Implementing a strategy to motivate departments, offices, and campus organizations to encourage their students, alum, staff, and faculty to take this day-long training. We will also develop a more cohesive tracking process to ensure we are capture the number of faculty, staff and students who participate in this training.</p> |
| <p><b>Student Affairs (Campus Life)</b><br/>Creating positive interactions and cultural awareness among students, faculty, and staff by:<br/>Hosting annual RESPECT Talk with Dr. Maura Cullen during Welcome Week. Dr. Cullen's talk reinforces the UMBC value of inclusive excellence and helps students think about creating inclusive cultures.</p>                                                        | <p>-Number of students who attended the event<br/>-Welcome Week post survey</p>                                                                                                                                                                                                                                                                                                                                                                                      | <p>-A total of 917 students attended.<br/>-85% of participants reported that Welcome Week events, inclusive of Respect Talk, resulted in understanding UMBC community standards and expected behavior.<br/>-76% of participants reported that after attending Welcome Week Events, inclusive of Respect Talk, they can articulate the importance of inclusive excellence at UMBC.</p>                                                                                                                                                                                                                                                                                                        | <p>-An increase in the number of student attendees and participants. Ongoing development and metrics for student learning outcomes.</p>                                                                                                                                                                                                    |
| <p><b>Student Affairs (Res Life)</b><br/>Creating positive interactions and cultural awareness among students, faculty, and staff by:<br/>Holding several trainings for professional and paraprofessional staff focused on lessening hate crimes and reporting (Microaggressions training, Behind Closed Doors, Code for Conduct and Res Hall Policy Training, University Police Response Training, etc.).</p> | <p>- Professional staff data from evaluation<br/>- Use participant pre and post training evaluations to indicate participants level of understand before and after trainings to measure effectiveness</p>                                                                                                                                                                                                                                                            | <p>-20 professional staff members completed evaluation. 100% indicated they agreed microaggressions training gave them a better understanding of what microaggressions are and heightened their understanding of the impact of microaggressions. 100% could define microaggressions, explain the importance of understanding how microaggressions impact colleagues/self, and could list a commitment to continuing the dialogue.</p>                                                                                                                                                                                                                                                        | <p>Ongoing development around metrics and evaluations process for training.</p>                                                                                                                                                                                                                                                            |

| <p><b>Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:</b></p> <ul style="list-style-type: none"> <li>• <b>faculty and staff cultural training programs;</b></li> <li>• <b>Curricular initiatives that promote cultural diversity in the classroom, and</b></li> <li>• <b>Co-curricular programming for students.</b></li> </ul> | <p><b>Metrics to measure how progress of each initiative is being evaluated</b></p>                                                                                                                                                                                                                                                                                                                                         | <p><b>Data to demonstrate where progress has been achieved /indicators of success</b></p>                                                                                                                                                                                                                                                                                                                                                               | <p><b>Areas where continuous improvement is needed</b></p>                                                                                                                                                                                                                                                               |
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| <p><b><u>Student Affairs (Center for Democracy and Civic Life)</u></b><br/>           Creating positive interactions and cultural awareness among students, faculty, and staff by:<br/>           Implementing annual STRiVE Leadership for Social Impact Retreat (a 5-day immersive experience in which students explore leadership through the lens of social justice, equity, and inclusion)</p>         | <p>Participants complete evaluation forms at the conclusion of the program in which they report the extent to which they have gained new insights about diversity, equity, and inclusion, and have gained new insights about how to communicate with people with identities, experiences, and perspectives different from their own. Participants also respond to open-ended questions about their learning and growth.</p> | <p>2020 participants' mean response on a scale from 1 (strongly disagree) to 5 (strongly agree): "I have gained new insights about diversity, equality, and inclusion." = 4.67<br/>           "I have gained new insights about how to communicate with people with identities, experiences, and perspectives different than mine." = 4.57</p>                                                                                                          | <p>We are adding an interview component to our program assessment. We also continually update the program based on new insights about civic learning and democratic engagement.</p>                                                                                                                                      |
| <p><b><u>Student Affairs (Interact Dialogue)</u></b><br/>           Creating positive interactions and cultural awareness among students, faculty, and staff by:<br/>           Expanding the Interact Dialogue program. Interact is a 5 week session focused on foundational dialogue skills, cultural storytelling and critical self-reflection.</p>                                                      | <p>-Extensive pre and post survey process, including focus group.<br/>           -Scanned UMBC card at every session to track attendance.<br/>           -Held ongoing check-ins and facilitator logs with peer facilitators to provide ongoing support.</p>                                                                                                                                                                | <p>-Expanded participation from 36 participants in 2018 to 160 participants in 2019<br/>           -Based on post-survey data, 79% respondents strongly agreed that the program made them more inclusive leaders, 81% strongly agreed that the program has made them more engaged community members, and 74% found the program to be extremely effective in dialoguing across difference.</p>                                                           | <p>-Exploring expansion beyond first year residence hall participants.</p>                                                                                                                                                                                                                                               |
| <p><b><u>Women's Center</u></b> - On-going identity-based discussion-based programs: Women of Color Collective; 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); Returning Women Students programming.</p>                                                                      | <p>Attendance and observation rubrics completed by group facilitators; Attendance for Between Women, Spectrum and WOCC uploaded to myUMBC participant data in order to access better data about students using these programs.</p> <p>End of year survey for We Believe You and Returning Women Students</p>                                                                                                                | <p>Observation rubrics indicate participants consistently indicated feelings of campus-based engagement, belonging, or empowerment as a result of group discussion and membership; Spectrum moved from once a month events/program to bi-weekly discussion group.<br/>           FY20: 43% of WoCC participants went to more than one meeting<br/>           FY20: 60% of BW participants went to more than one meeting</p>                             | <p>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; At peak times during the semester We Believe You is oversubscribed making facilitation difficult.</p>                                   |
| <p><b><u>Women's Center contd...</u></b><br/>           Skill-based workshops for faculty, staff and students. Most requested workshops are Supporting Survivors of Sexual Violence/Title IX and workshops related to micro aggressions (with a focus on gender)</p>                                                                                                                                        | <p>Workshop surveys Supporting Survivor workshop and micro aggressions is a pre/post survey</p>                                                                                                                                                                                                                                                                                                                             | <p>FY20: 16% increase in confidence creating a survivor-responsive campus and 22% increase in sense of confidence in preparedness to support a survivor for Supporting Survivors<br/>           FY20: 100% participants learned at least 1 strategy for responding to microaggressions<br/>           89% they definitely understood the meaning of a microaggression in post-test survey compared to 5% in pre-test for microaggressions workshop.</p> | <p>Continue expanding content availability to a greater number of students, faculty, and staff to attend our workshops; Finding balance between offering individualized 1-1 support and having bandwidth to provide workshops<br/>           COVID-19 resulted in several large events and programs to be cancelled.</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.



## **Diversification of Faculty and Staff**

### **Faculty**

#### **UMBC STRIDE Committee**

The UMBC STRIDE program increases UMBC's faculty diversity. Launched in 2015, STRIDE uses peer education to bridge the gap between macro-level faculty diversity recruitment policies and expectations (institutional and college) and micro-level practices within the departments and programs that conduct faculty searches. STRIDE consists of six highly respected faculty fellows, who are not scholarly experts in the area of diversity and inclusive excellence, but rather each has a demonstrated commitment to these principles. Fellows are mostly from majority groups. This signals that improving diversity and inclusion is a shared responsibility.

STRIDE engages in two main activities: campus-wide focused conversations and search committee consultations. There are six campus-wide focused conversations over the course of the recruitment and hiring cycle, 1) Developing an Effective Diversity Hiring Recruitment Plan (May/September), 2) Creating Shared Evaluation Criteria (October), 3) Best Practices for Inclusive Excellence in Application Review (November), 4) Best Practices for Inclusive Interviewing (December/February), 5) Best Practices for Inclusive Faculty Mentoring (March), and 6) Best Practices for Welcoming New Faculty (April). STRIDE also provides consultations with search committees at the request of a department or search that target specific aspects of the search. Depending on the search committee's needs, STRIDE fellows might help improve an active recruitment plan, provide feedback on inclusive language in job advertisements, develop shared evaluation criteria, implement practices to reduce implicit bias during application review, and/or design inclusive interview protocols and processes.

After 5 years, STRIDE is involved in all faculty searches and colleges and committees proactively reach out to STRIDE for advice and counsel. Thus, STRIDE has bridged the gap between departmental practices and institutional/college policies. We have also seen an increase in the diversity of our applicant and interview pools, and ultimately our hires. In our most recent faculty recruitment cycle, we welcomed 14 new URM tenure-track faculty of the total 32 new tenure-track faculty (44%). Beyond faculty, STRIDE has also influenced UMBC to think about diversity and inclusion in staff hiring.

### **Staff**

#### **Promoting Diversity in Hiring**

UMBC had an increase from 2018 to 2019 in the percentage of applications and ultimately the number of individuals hired for positions for the following categories: minority races, Hispanic ethnicity, identifying as having a disability, and identifying as a protected veteran.

This increase cannot be linked directly to any one individual action.

The PageUp recruitment and hiring system has assisted in promoting UMBC values of diversity and inclusion in the hiring process include:

1. A diversity report is available for each position in PageUp showing the demographics of the applicant pool for the position. The report shows gender, race/ethnicity, disability status and veterans' status. The Search Chair or Hiring Manager can view the diversity of the pool at the various stages of recruitment (initial application, search committee review, phone screen, in-person interview). Hiring Managers and Search Chairs are instructed on how to access and use the report in both group and individual trainings as well as instructions available online.
2. An Advertising Sourcing report is available for each position in PageUp showing the source from which the applicant located the posting/ad. The data assists the hiring departments in determining which sources are effective and most beneficial in posting future positions.
3. There was a 53 percent increase in the number of advertising sources used in 2019 over 2018. Applicants were not only learning of our positions from job posting sites but also from general UMBC branding (TV commercials and radio ads) and social media. Our top three sources are the UMBC website, higheredjobs.com and Indeed.

## **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:

- To ensure access to educational and employment opportunities for a diverse, student, faculty, and staff community
- To encourage and support individual development and advancement
- To provide conditions for personal success

USM Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.

UMBC Goal:

- 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**

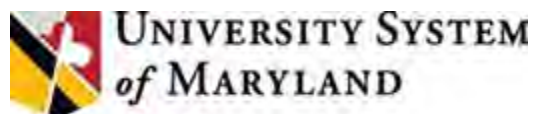
- Continue to develop the website on Race, Equity, Inclusion, & Justice to provide a calendar of relevant events, a list of courses, and links to campus resources (CAHSS)
- Continue to develop the Diversity & Inclusion website to share our institutional values, resources, and policies (OIA)

#### **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**



2020

## INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT TEMPLATE

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**Institution:** University of Maryland, College Park

**Date Submitted:** 4/17/2020

**Point(s) of Contact (names and email addresses):** Dr. Georgina Dodge, Vice President for Diversity and Inclusion, gdodge1@umd.edu

### **Purpose of Report:**

The Institutional Programs of Cultural Diversity Annual Progress Report is mandated by §11-406 of the Education Article, which 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.

### **Section I: Summary Statement**

Efforts to assemble this report began before reaction to the COVID-19 virus directly affected the University of Maryland, College Park. We started to review reports and compile data shortly before the move to virtual environments was announced and began. And while this report primarily reflects the status of cultural diversity as we progressed before the unexpected disruptions occasioned by the health emergency, we choose to begin this narrative by citing the dedication of staff, faculty, and administration to continue our efforts toward the improvement of cultural diversity during this difficult period. Their collective labor has been inspiring. Beyond the mandated movement of instruction to online environments, we have succeeded, wherever possible, in moving many of our initiatives to virtual spaces utilizing various platforms. And, when not directly possible, many have crafted creative solutions aimed at achieving the same or similar outcomes as the original programming. These include efforts intended to address Goal 1, increasing the numerical representation of traditionally underrepresented groups, and Goal 2, creating opportunities for positive interactions and instilling cultural awareness among our multiple populations. These latter initiatives are especially evident in the provision of outreach and support for traditionally underrepresented populations.

The inaugural Vice President for Diversity and Inclusion (VPDI) who began in June 2019, Dr. Georgina Dodge, has been at the forefront of these efforts and of our ongoing work toward greater diversity, equity and inclusion (DEI). The elevation of the position of Chief Diversity Officer (CDO) to a VPDI and the subsequent selection of Dr. Dodge realizes a goal that had been articulated for several years. It also changes the organizational structure from a CDO within the Division of Academic Affairs to a VPDI within the Office of the President. This new organizational structure also brought the Office of Civil Rights and Sexual Misconduct (OCRSM) under the direct supervision of the VPDI.

As promised, Dr. Dodge began her tenure with a listening program wherein she met with a broad range of campus constituents to learn what matters to them, what they see as strengths and opportunities, and what they offer to UMD. She is realizing a short-term goal of understanding the breadth of DEI activities on this large decentralized campus. She is also beginning to analyze the impact of these widely dispersed activities with an eye toward identifying strengths and gaps that need to be addressed.

In addition to her listening program, Dr. Dodge has been carefully reviewing the extensive documentation regarding DEI that this campus has produced. Our institutional cultural diversity plan from 2010, *Transforming Maryland: Expectations in Diversity and Inclusion*, continues to be a guiding document even though there is broad recognition that an updated or completely new plan is needed. Many more recent documents provide more timely guidance for the University. These include the Self-Study Report and the External Review which were submitted as appendices last year. The report of the Joint President/Senate Inclusion and Respect Task Force is perhaps the other most germane document with recommendations for the near term.

The areas of focus articulated last year by the Interim CDO continue to be relevant. They include the following.

- Collaboration and coordination of diversity and inclusion efforts across campus
- Resource allocation
- Leadership and accountability
- Communication
- Training and development

Various levels of progress have been made in these areas. For example, Dr. Dodge added a Communications Officer to her staff. This key position will assist the VPDI in the development and execution of a communications plan that captures the full breadth of DEI activities within UMD. Progress in other areas is more nascent, and we expect more tangible results in the near future. Unfortunately, the current health emergency has led to the cessation of an active search for an Assistant Vice President for Diversity and Inclusion (AVPDI) that would have resulted in more substantial progress and strengthened Dr. Dodge's ability to provide the requisite leadership and expertise on DEI issues for the entire university.

Longstanding areas of emphasis for the university remain unchanged from previous years and are reflective of Goals 1 and 2 of this report.

- Improve recruitment and retention of underrepresented faculty
- Improve recruitment and retention of underrepresented students
- 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

One area of significant success is the increase in the student applications from African Americans. An ad hoc Enrollment Action Committee formed last year played an important role. It demonstrates the agility this university can muster to address unforeseen negative trends. The tables below highlight many areas of progress in addressing our longstanding areas of emphasis.

This report catalogs many successful and visible efforts, yet it cannot convey the full breadth of DEI work on campus. As requested, the items listed below are restricted to selected campus-wide labor. Many similar efforts are initiatives within individual colleges or departments.

During this difficult period, the University of Maryland, College Park, continues to improve diversity, equity, and inclusion. We anticipate many lessons learned from having gone through this health emergency, and we expect many of those lessons will inform our future progress.

**Section 2: Goal I**

| <b>Goal I: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>The Office of Undergraduate Admissions</b> created and continues to refine a multi-tiered strategy designed to impact students' application and enrollment decisions from prior to the point of application through enrollment and includes:</p> <ul style="list-style-type: none"> <li>• Education about the college application process</li> <li>• Recruitment</li> <li>• A holistic application review process</li> <li>• Special program and merit scholarship review and selection and,</li> <li>• Yield efforts with personalization of efforts at each level</li> </ul> | <p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> <li>• The number of interactions with traditionally underrepresented students and those who support them</li> <li>• The number of students who chose to apply for admission</li> <li>• The numbers of these students who complete the application process</li> <li>• The number of these students who apply, enroll, and graduate from Maryland</li> </ul> | <p>From Fall 2018 to Fall 2019, the following successes were realized:</p> <ul style="list-style-type: none"> <li>• The application rate among African American students increased.</li> <li>• The percentage of incoming first-year African American, Hispanic, and Native American and Alaskan Native students increased by 16.3%</li> <li>• The number of interactions</li> </ul> | <p>We will continue to learn from what the environment presents and adjust our strategies to allow for optimum effectiveness. 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. In order to mitigate and prevent those situations, we consistently work to fine tune and target our recruitment efforts.</p> |
| <p><b>Graduate School</b> initiatives include the following:</p> <ul style="list-style-type: none"> <li>• Annual Networking Reception for Diverse Students and Faculty</li> <li>• PROMISE AGEP programming and activities including PhD Completion Workshops</li> <li>• Fall Harvest Dinner and Networking Reception</li> </ul>                                                                                                                                                                                                                                                      | <p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> <li>• Tracking for the last five years of URM students from initial application to admissions to enrollment</li> </ul>                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Slight increases in URM enrollment.</li> <li>• Weekly URM tracking using fee waiver list</li> </ul> <p><b>Other Areas of Success:</b></p> <ul style="list-style-type: none"> <li>• Graduate School Diversity Recruitment Team includes 40+</li> </ul>                                                                                       | <ul style="list-style-type: none"> <li>• Continue to identify and develop appropriate recruitment methods and outreach</li> <li>• Build relationships with institutions, programs, and directors and coordinators that serve</li> </ul>                                                                                                                                                                                                                                                 |

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| <ul style="list-style-type: none"> <li>• Writing retreats</li> <li>• Annual Research Symposium and Professional Development Conference</li> <li>• Invited guest speakers of STEM initiatives</li> <li>• Bi-monthly listening sessions with URM graduate students</li> <li>• Spring Speaker Series</li> <li>• Conversations on Graduate Diversity Series</li> <li>• Continued outreach for URM undergraduate research programs nationally and HBCU institutions</li> </ul>                     |                                                                                                                                                                                                                                                                                                                                                                                                           | <p>faculty and staff members from across campus</p> <ul style="list-style-type: none"> <li>• OGD I Graduate Student Diversity, Equity, and Inclusion Advisory Board that includes 12 graduate students from different programs across campus</li> </ul>                                                  | <p>minority/URM/URG students.</p> <ul style="list-style-type: none"> <li>• Build relationships among institutions, programs, and directors/coordinators to enhance and maximize recruitment efforts among applicant pool</li> <li>• Expand fee waiver programs</li> <li>• Support of more UMCP faculty for recruitment initiatives</li> </ul> |
| <p><b>Academic Achievement Programs (AAP),</b> recruitment and retention programs in support of low-income and first- generation students. Specific programs include the following:</p> <ul style="list-style-type: none"> <li>• Student Support Services/Intensive Educational Development program</li> <li>• McNair Post-Baccalaureate Achievement Program</li> <li>• Educational Opportunity Center</li> <li>• Educational Talent Search</li> <li>• Summer Transitional Program</li> </ul> | <p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> <li>• Survey Monkey questionnaires and other evaluation forms</li> <li>• Addressing academic, personal, and behavioral problems</li> <li>• Administer summative and formative evaluation per event and initiative relative to level of progress and satisfaction of events by diverse student audience</li> </ul> | <p>(Campus-wide desired demographic data gathered separately by USMD per Report Instructions)</p> <ul style="list-style-type: none"> <li>• Report provided to the US Dept. of ED on the composition of each of the seven programs in AAP, with specific student composition reported annually</li> </ul> | <ul style="list-style-type: none"> <li>• Examine closely AAP students’ attitudes and each student’s actual performance</li> </ul>                                                                                                                                                                                                             |
| <p><b>University of MD Incentive Awards Program,</b> recruitment and ongoing support of economically disadvantaged students from Baltimore City and Prince Georges County.</p>                                                                                                                                                                                                                                                                                                                | <p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> <li>• Thorough review of students’ academic performance on a semester basis</li> <li>• Customized interventions based on review</li> <li>• Number and quality of co-curricular experiences (e.g., internships, research, etc.)</li> </ul>                                                                         | <ul style="list-style-type: none"> <li>• First-year retention rate: 98% (three points higher than all UMD students)</li> <li>• Six-year graduation rates: 86% (one point lower than all UMD students)</li> </ul>                                                                                         | <ul style="list-style-type: none"> <li>• Refinement of intervention efforts according to students’ demonstrated needs</li> <li>• Enhanced professional development to ensure smooth transition to life after graduation</li> </ul>                                                                                                            |
| <p><b>Office of Multi-ethnic Student Education (OMSE), College Success Scholars (CSS)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                 | <p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> <li>• First-year retention rates</li> </ul>                                                                                                                                                                                                                                                                       | <p>CSS has served 409 Scholars since 2007.</p> <ul style="list-style-type: none"> <li>• Cohorts 2007 through 2009</li> </ul>                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Additional resources (personnel and material) to support 100%</li> </ul>                                                                                                                                                                                                                             |

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| <p>program – aimed at retention/graduation of Black and Latino men.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Retention and graduation rates (compared to non-CSS participants)</li> </ul>                                         | <p>achieved a one-year retention rate of 90%</p> <ul style="list-style-type: none"> <li>• Cohorts 2010–2018 had an overall one-year retention rate of over 90%</li> </ul> <p>The average six-year graduation rate for 2007-2011 cohorts are as follows:</p> <ul style="list-style-type: none"> <li>• Cohort 2007 had a six-year graduation rate of 100%</li> <li>• Hispanic Male CSS students higher by 8.23%</li> <li>• Black or African-American CSS students higher by 19.78%</li> <li>• Black and Hispanic Male CSS students 3.5% higher than UMD student population, including non-minority students</li> </ul> | <p>retention and graduation rate goals; to support increased number of students served and increased capacity to expand program components</p>                                                                                                                          |
| <p><b>OMSE Tutorial Program</b> for STEM-related courses with high D, F and W grades – aimed at retention of students of color.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> <li>• Number of Sessions</li> <li>• Demographics of tutees</li> </ul> | <ul style="list-style-type: none"> <li>• 1000+ hours tutoring sessions were provided</li> <li>• 1,085 individual and group sessions were held</li> <li>• 296 students attended large review sessions</li> <li>• Black/African American identified students represented 28% of total students served; 22% Asian American students; 17% Hispanic/Latinx students</li> </ul>                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Additional resources (personnel and material) to provide tutoring in subjects/ courses with the most critical need; to increase the number of students served based on unfulfilled requests for tutorial assistance</li> </ul> |
| <p><b>The Student Success Initiative (SSI)</b> is a unique population level, student centered approach focused on increasing retention and graduation rates of Black students at the University of Maryland, College Park. The Student Success Initiative utilizes two distinct but overlapping strategies: direct student outreach/triage work, and face-to-face community development utilizing SSI’s Student Service Leadership Model. Both strategies are designed to empower students and nurture their sense of agency and ownership, strengthening their academic and social experiences but also anchoring their sense of connection and belonging to the institution.</p> | <ul style="list-style-type: none"> <li>• IRPA’s 6-year graduation rates</li> <li>• SSLC 6-year graduation rates</li> </ul>                                    | <p>(Campus-wide desired demographic data gathered separately by USMD per Report Instructions)</p> <ul style="list-style-type: none"> <li>• SSLC members have a 100% six-year graduation rate.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Identifying students in need of support earlier in their matriculation at Maryland</li> <li>• Identify additional financial supports for students in financial need</li> </ul>                                                 |

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| <p><b>ADVANCE</b> supports the creation and maintenance of inclusive academic cultures for all faculty, with particular emphasis on the recruitment, retention, and advancement of women and URM faculty. ADVANCE hosts the following activities:</p> <ul style="list-style-type: none"> <li>• ADVANCE Professor mentoring program (one senior woman assigned to each college to mentor and improve work environments)</li> <li>• 5 faculty peer networks for different groups (women assistant professors, associate women professors, men and women faculty of color, women and men professional track faculty, women and men mid-career and senior leaders); groups meet once a month for 2 hours</li> <li>• Leadership development program led by Dean Pines and Dean Thornton Dill and focused on diversity and inclusion themes across many topics</li> <li>• Assistance to faculty searches on inclusive hiring practices—resources placed on website, individual assistance to searches and deans as requested</li> <li>• TERP Allies: interactive theater program that includes a workshop on how to see biases as they emerge in the academic workplace and be a good ally to intervene</li> <li>• Dashboard: Online faculty salary, demographic, service and related data to provide transparency and information for searches</li> <li>• Research and Evaluation: Sharing of recent social science research on workload, academic careers and diversity with campus and via publications</li> <li>• One on one consultation by the Director with Department chairs trying to improve work environments for women and URM faculty on strategies; and with individual faculty for support and advice</li> </ul> | <p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> <li>• Institutional data (i.e., annual tracking of hiring, retention and advancement data by gender, race, rank, college and a dashboard of demographics, salary, and campus service data)</li> <li>• Participant database that compares the retention and advancement of ADVANCE activity participants to non-participant peers</li> <li>• Pre-post surveys of participants in all major ADVANCE programs and annual program evaluation reports</li> </ul> | <ul style="list-style-type: none"> <li>• 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</li> <li>• There are no significant differences between men and women receiving tenure or promotion among those who sit for the decision</li> <li>• Women and URM advance participants are more likely to be retained by the university than peers who did not participate</li> <li>• Three-fourths of participants in Leadership Fellows program are now department chairs, associate deans, or similar campus leaders</li> <li>• ADVANCE trained more than 80 search committees from 40 departments on strategies to mitigate implicit bias in hiring and attract a diverse applicant pool; created downloaded resources</li> <li>• 8 Terp Allies performances across 7 schools in 2019-2020</li> <li>• Decision by Provost, and 12 colleges to continue to fund the advance program and institutionalize in the provost’s office</li> </ul> | <ul style="list-style-type: none"> <li>• Additional training needed for department chairs and other academic leaders on how to improve workplace cultures to be more inclusive and dynamic; development of stronger ally culture</li> <li>• More women department chairs, STEM center directors</li> <li>• Support needed for women PTK and TT faculty with children to attend conferences</li> <li>• Roll out of inclusive hiring pilot to entire campus for faculty searches</li> </ul> |
| <p><b>University Human Resources (UHR)</b> supports the recruitment and retention of underrepresented staff and faculty populations through its Affirmative Action Program. The Affirmative Action Plan is a robust document that asserts accountability for the hiring, advancement, and equitable treatment of</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> <li>• Staff and faculty composition and employment and promotion transactions (used to identify Problem Areas and Placement Goals)</li> </ul>                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• Analysis of Prior Year Results (appointments, promotions, terminations)</li> <li>• Goals set at the availability when the difference between incumbency and availability is statistically significant</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Enhanced Affirmative Action efforts made in identified Placement Areas throughout the hiring process</li> <li>• Development of outreach programs</li> </ul>                                                                                                                                                                                                                                                                                      |



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| women, people of color, protected veterans, and individuals with disabilities. | <ul style="list-style-type: none"> <li>• Placement goals (which are aspirational targets, not quotas that must be met) determined by comparing external availability of people qualified to perform the essential functions of our positions to internal incumbency</li> </ul> |  | targeted towards identifying and attracting underrepresented classes <ul style="list-style-type: none"> <li>• Progress toward our goals measured annually and targets adjusted accordingly</li> </ul> |
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### Section 3: Goal 2

| <b>Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.</b>                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                     |
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| Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: <ul style="list-style-type: none"> <li>• faculty and staff cultural training programs;</li> <li>• curricular initiatives that promote cultural diversity in the classroom; and</li> <li>• co-curricular programming for students.</li> </ul> | Metrics to measure how progress of each initiative/strategy is being evaluated                                                                                                                                                                                                                                                                                                                                                                                         | Data to demonstrate where progress has been achieved / indicators of success                                                                                                                                                                                                                                                                                                                                              | Areas where continuous improvement is needed                                                                                                                                                                                                                                                                                                        |
| <b>Diversity Training and Education (DTE)</b> within the <b>Office of Diversity &amp; Inclusion (ODI): Training Program</b> (Staff, Students, and Faculty).                                                                                                                                                                                                              | <b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• Engagement with colleagues on issues of diversity, equity, and inclusion using intergroup work</li> <li>• Ability to engage and maximize in healthy and ethical ways the differences in identity, ideology, and experience in our community</li> </ul> <b>Measurements of success:</b> <ul style="list-style-type: none"> <li>• Number of trainings delivered and number of participants</li> </ul> | <ul style="list-style-type: none"> <li>• Responded to consistent stream of requests for trainings</li> <li>• Met all requests that offered flexibility in terms of scheduling</li> <li>• Facilitated majority trainings on diversity, social power, implicit bias, microaggressions, and other tailored trainings</li> <li>• Partnered with multiple offices and departments across campus to deliver training</li> </ul> | <ul style="list-style-type: none"> <li>• Longitudinal assessments especially for one-time trainings</li> <li>• Expansion of the skill-based practice within the trainings</li> <li>• Stronger series for supervisors, especially faculty in administrative roles</li> <li>• More trainers for sustainability and to meet increasing need</li> </ul> |
| <b>DTE within ODI: Words of Engagement Intergroup Dialogue Program (WEIDP):</b> one-credit courses in race, gender, immigration, disability, sexual orientation, religion, social class, size and appearance – the largest group of cultural competency course offerings.                                                                                                | <ul style="list-style-type: none"> <li>• Survey designed specifically for WEIDP completed by each student at the end of each course</li> <li>• Numeric Data</li> </ul>                                                                                                                                                                                                                                                                                                 | <b>Academic Year 2019-20:</b> <ul style="list-style-type: none"> <li>• Number of Dialogues: 21</li> <li>• Number of Students: 278</li> <li>• Number of Facilitators: 44</li> <li>• Survey Response Rate: 98%</li> </ul>                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Increase partnerships and outreach to enroll more diverse students</li> <li>• Ongoing review of course content and improvement of facilitator training</li> <li>• Expand undergraduate peer</li> </ul>                                                                                                     |

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| <p><b>Lesbian, Gay, Bisexual, and Transgender (LGBT) Equity Center</b> within ODI: Multiple initiatives spanning support and sponsorship of groups, learning programs, leadership development, and community engagement-outreach.</p> <p><b>Rainbow Terrapin Network Program</b>, a campus-wide network of staff faculty, and students committed to LGBTQ+ inclusion and social justice.</p> <p><b>Speakers Bureau</b>, a peer education program in which peer educators enroll in a specially designed course, LGBT 350, then engage others in panel presentations.</p> <p><b>Quelcome</b>, a 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><b>Q Camp</b>, an LGBTQ+ Community-Building Retreat for undergraduates</p> <p><b>Lavender Leadership</b>, an honor society that celebrates and develops leadership for LGBTQ+ social justice.</p> <p><b>Advocacy for Campus Transformation</b>, focused campus-level work toward the establishment of campus policies and procedures in support of LGBTQ+ people.</p> | <ul style="list-style-type: none"> <li>• Number of individuals attending programs</li> <li>• Learning outcomes for in-person trainings and events assessed by survey</li> <li>• Website analytics</li> <li>• Numbers of materials distributed</li> <li>• Evaluations</li> </ul> | <ul style="list-style-type: none"> <li>• Collaboration in the implementation of campus policies related to Personal Data in Campus Records (Policy VI-1.05[B]) with the Enterprise Resource Planning (ERP) transformation project</li> <li>• Consultation with Facilities Management related to Use of Gendered Facilities (Policy VI-1.05[A])</li> <li>• Collaboration related to Inclusive Language (Policy VI-1.00[C]) with Strategic Communications</li> <li>• Establishment of Rainbow Terps Task Force to guide future initiatives</li> <li>• Peer educator presentations to 799 undergraduate students for Fall 2019</li> <li>• 300-350 participants at Quelcome</li> <li>• 32 participants at Q Camp</li> <li>• 48 graduates celebrated at Lavender Graduation along with 6 special awards and over 100 in the audience (2019)</li> <li>• 45 inductees into the Lavender Leadership Honor Society bringing the total number to 203 with an additional 8 honorary members (2019)</li> </ul> | <ul style="list-style-type: none"> <li>• More intentional outreach to units not currently engaged</li> <li>• Continuous updating of all materials and practices to reflect current good practices</li> <li>• Recording of all student queries at peer education presentations to shape the content of the course/training for the subsequent year</li> </ul> |
| <p><b>Multicultural Involvement and Community Advocacy (MICA)</b> advises and supports more than 100 identity-based student organizations; coordinates the seven campus-wide celebration of</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Marketing and collateral distribution</li> <li>• Internship E- Portfolio</li> </ul>                                                                                                                              | <p>MICA's efforts supporting history/heritage theme celebration months included:</p> <ul style="list-style-type: none"> <li>• APA Heritage Month, Black</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Expanding assessment of long-term student involvement</li> <li>• Outreach to</li> </ul>                                                                                                                                                                                                                             |

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| <p>history/heritage/pride theme months; provides opportunities and spaces that affirm students and their identities; builds inclusive communities among diverse member and creating social change locally, nationally, and globally. Offerings include:<br/> <b>MOSAIC Diversity and Leadership Retreat</b>, a two-day overnight program established to augment student leadership developmental programs by engaging emerging leaders in concepts related to the Social Change Model of Leadership.<br/> <b>MICA Community Organizing Student Internship Program</b>, an experiential learning community designed to help students engage and lead cross-cultural and community development efforts within the setting of campus student union.<br/> <b>MICA Monologues Series</b>, an annual series of Monologues that speak to issues of identity in several of the communities that the office supports.<br/> <b>MICA TOTUS Spoken Word Experience</b>, a credit-bearing experience that helps students explore marginalized identities and silenced voices in and through poetry to spark dialogue and action around identity, social justice and lived experience; promotes a greater understanding of social justice by examining self and society in relation to systems of power and inequality.</p> | <ul style="list-style-type: none"> <li>• Course Reflections</li> <li>• Social Media Engagement</li> <li>• Learning Outcome Survey and Focus Groups: <ul style="list-style-type: none"> <li>• sense of belonging</li> <li>• educational empowerment</li> <li>• social consciousness</li> <li>• organizational management</li> <li>• resilience</li> <li>• intercultural and intra-cultural interaction</li> </ul> </li> </ul> | <p>History Month, Latinx Heritage Month, Pride Month, Native American Indian Heritage Month, Multiracial Heritage Month, and Women’s History Month</p> <ul style="list-style-type: none"> <li>• Programs offered during 2019-20 academic year reached over 3,000 students, faculty, staff and visitors on the UMCP campus. MICA held welcome events for new and returning students and attendance for POW WOW, which was revived in 2019 with over 300 attending</li> <li>• More than 400 hours of advising provided to student organizations and individuals students</li> </ul>                                           | <p>academic-focused identity-based student organizations</p>                                                                                                                                                                                                                                                  |
| <p><b>Nyumburu Cultural Center</b> within <b>ODI</b>: programs include:<br/> <b>Black Male Initiative (BMI)</b>, a Black Men’s Leadership Series<br/> <b>NewsBreak</b>, Weekly Civic Engagement Forum for Undergraduate Students.<br/> <b>Jazz, Black Literature, and Gospel Choir Courses</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• BMI uses ten-item attitudinal survey to query students’ success behaviors</li> <li>• NewsBreak uses 11-item attitudinal survey to query students’ engagement on campus</li> <li>• Courses use student testimonials, monitor enrollment trends and invitations to perform by external organizations</li> </ul>                                                                       | <p>For BMI, average weekly study hall attendance, 25</p> <ul style="list-style-type: none"> <li>• Average monthly meeting attendance, 20</li> <li>• 95% of participants are either satisfied or very satisfied with program activities/ objectives</li> </ul> <p>For NewsBreak, average weekly attendance, 100</p> <ul style="list-style-type: none"> <li>• Positive student testimonials</li> <li>• Survey data indicates (90%) increased their awareness on social justice and issues of societal inequality</li> </ul> <p>For courses:</p> <ul style="list-style-type: none"> <li>• Average enrollment, 15-25</li> </ul> | <ul style="list-style-type: none"> <li>• Increased marketing via social media</li> <li>• Recruitment of student ambassadors</li> <li>• Funding for outreach initiatives with academic departments, student organizations, and external campus stakeholders to assess programmatic impact and needs</li> </ul> |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Student/community testimonials regarding artistic programming appreciation</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                     |
| <p><b>Office of Civil Rights and Sexual Misconduct (OCRSM)</b> provides required online training for students, staff, and faculty. Online training programs include: Accessibility &amp; 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>                               | <ul style="list-style-type: none"> <li>• Training completion rates</li> <li>• Number of presentations and outreach events provided</li> </ul>                                                                                                                                                                  | <p>For 2018-2019</p> <ul style="list-style-type: none"> <li>• Undergraduate Student Sexual Misconduct Training: 91% of assigned students</li> <li>• Responding Effectively to Discrimination and Sexual Misconduct: over 70% for assigned graduate students, staff and faculty</li> <li>• Accessibility &amp; Disability at UMD: 87% for assigned faculty &amp; supervisors (required); 10% for assigned graduate students (optional)</li> <li>• 70 in-person trainings, presentations, and outreach events</li> </ul> | <ul style="list-style-type: none"> <li>• Continue to improve training completion rates, particularly among grad students, faculty and non-supervisory staff</li> <li>• Continue to increase awareness of our office and UMCP nondiscrimination policies.</li> </ul> |
| <p><b>Bias Incident Support Services – BISS (Formally Hate Bias Response Program)</b> within <b>ODI</b>: provides training for faculty, staff and students on Response Protocol; outreach and support to individuals and communities impacted by hate bias incidents including <b>Circles</b> support group, online reporting system, campus programming addressing the First Amendment, Racism and Islamophobia, and Restorative Practices.</p> | <ul style="list-style-type: none"> <li>• Requests for training</li> <li>• Increase in awareness of Protocol</li> <li>• Ongoing monthly support group Circles</li> <li>• Availability of Hate Bias Incident Log</li> <li>• Training and Program evaluations</li> <li>• Restorative Practices Surveys</li> </ul> | <ul style="list-style-type: none"> <li>• Over 30 trainings reaching thousands of campus community members</li> <li>• Regular attendance at <b>Circles</b></li> <li>• Increased requests for trainings, programs and restorative responses</li> </ul>                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Increased personnel to meet the UMD need for BISS</li> <li>• Continued Incorporation of Restorative Justice principles</li> </ul>                                                                                          |
| <p><b>Office of Diversity &amp; Inclusion (ODI)</b> – Co-sponsorship and commitments provide funding support for diversity programming and cultural awareness across campus. ODI also endorses diversity programming through staff support and approved logo usage. Consults with units to increase collaboration and make best use of resources.</p>                                                                                            | <ul style="list-style-type: none"> <li>• Provision of funds to encourage and make possible diversity-themed efforts by other units on campus to promote the university’s core values. An online request form gathers information about the diversity programming and requires collaboration.</li> </ul>        | <ul style="list-style-type: none"> <li>• Co-sponsorship and commitments of over 15 different diversity-themed events or initiatives across the campus</li> <li>• Over \$30,000 disbursed for a wide variety of initiatives supporting greater cultural awareness and the university’s DEI mission</li> </ul>                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Increase awareness of ODI support and sponsorship</li> <li>• Creation of an online assessment tool</li> </ul>                                                                                                              |

## Section 4: Diversification of Faculty and Staff

The most successful single strategy for increasing the diversity of faculty and staff consists of our Faculty Diversity and Hiring Initiatives as administered through the Office of the Associate Provost for Faculty Affairs. (See <https://faculty.umd.edu/appointment/hiring.html#diversity>.) These include the following.

- **Postdoctoral Fellowship Program** – In 2016, the University of Maryland joined the University of California-sponsored consortium of universities, originally organized in 1984, with the objective of building a pipeline of under-represented minority faculty. This consortium collaborates in seeking postdoctoral scholars who can contribute to an enhanced understanding of the experiences of historically underrepresented scholars through their research, educational background, or personal experience. (See <https://faculty.umd.edu/appointment/hiring.html#postdoc>.)
- **Assistant Professor Diversity Initiative** – This program provides partial support for hires at the assistant professor level that enhance faculty diversity at the department and college levels. The intention is to secure faculty early in their academic careers who show great promise. (See <https://faculty.umd.edu/appointment/hiring.html#asstprof>.)
- **Senior Targeted Hire Diversity Initiative** – This program provides support for the targeted recruiting of renowned senior faculty (tenured—generally full professor) who enhance faculty diversity and mentoring and foster the university’s goal of inclusive excellence. (See <https://faculty.umd.edu/appointment/hiring.html#srth>.)

Spousal Hires have also been helpful when recruiting couples.

Thus far, 18 Fellows have been brought in through the Postdoctoral Fellowship Program and there will be at least 5 more in the fall. With the support of the other two initiatives, 6 senior faculty and 15 assistant professors have been hired. All of these have been faculty of color.

## Section 5: Reporting of Hate-Based Crimes

The campus process for the reporting of hate-based crimes is 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 Program Director for Bias Incident Support Services (BISS), formerly Hate-Bias Response Program, 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 BISS.
  - 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 BISS as they are received.

- BISS
  - 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 BISS.
  - 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 BISS.
  - BISS
    - 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, BISS
    - Send confidential notification to relevant campus administrators.
- **Coordinate community outreach and educational programming to address campus climate issues.**
  - BISS
    - 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.*

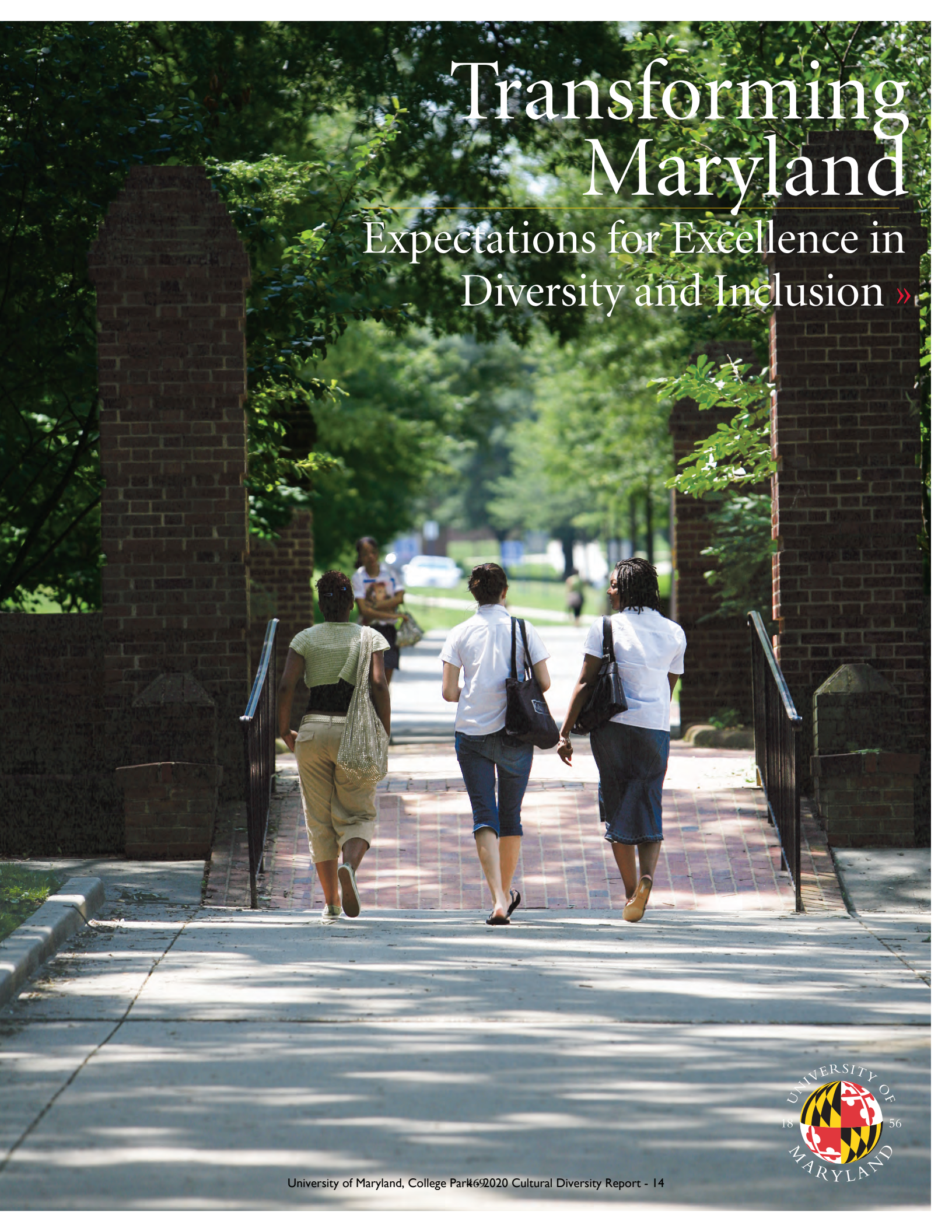
**Clery Act Requirements:** The Program Director for Bias Incident Support Services in coordination with UMPD follows Clery guidelines for reporting hate bias incidents annually in the ASR in accordance with procedures outlined by the US Department of Education. Per FBI policy, the Program Director for Bias Incident Support Services 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](https://www2.ed.gov/campus-crime/HTML/pdf/cs_hate_crimes.pdf).

## Appendices

- Institutional Plan (Transforming Maryland: Expectations for Excellence in Diversity and Inclusion)
- Report of the Joint President/Senate Task Force on Inclusion and Respect at the University of Maryland

# 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 'Maryland' written on it, and a black hoodie with the Maryland logo. The background shows a grassy area and trees with some autumn-colored leaves. 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.

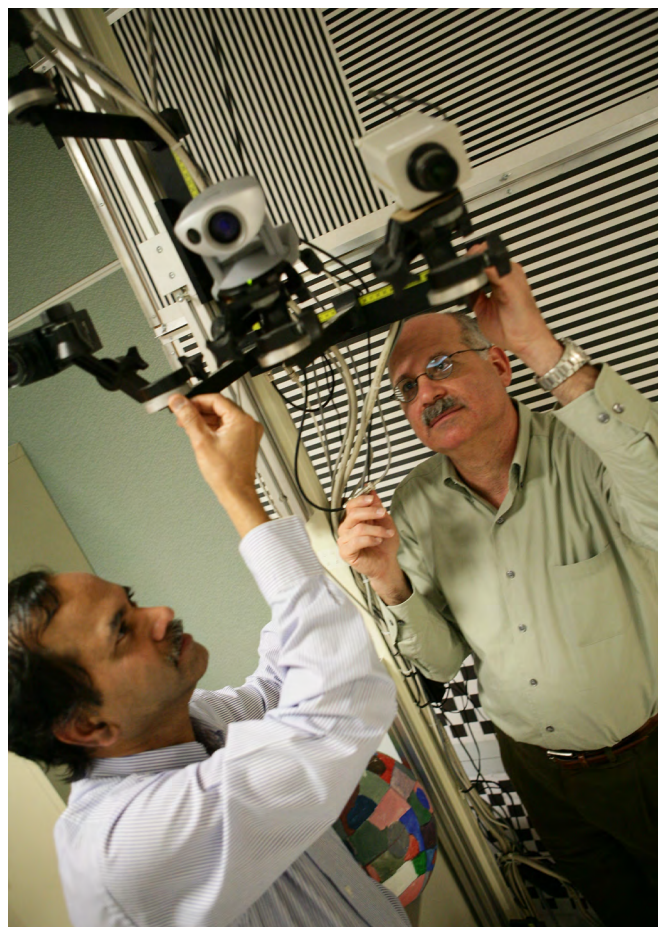
**GOAL A.1 The university will provide strong leadership for diversity and inclusion at all campus levels.**

*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.



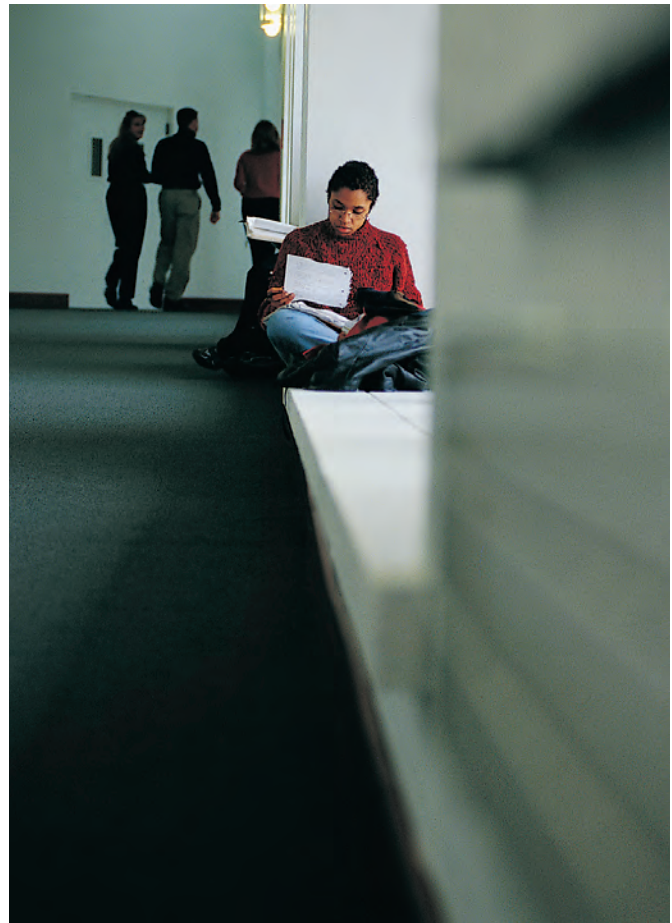
- B. Faculty will work with colleagues from Student Affairs to develop innovative co-curricular experiences, such as service-learning, common ground dialogue programs, internships, and international experiences that equip students to work and live in diverse communities.

## 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





Inclusion and Respect at the University of Maryland
(Senate Document #17-18-03)

TO Wallace D. Loh | President

FROM Daniel Falvey | Chair, University Senate

I am pleased to forward the accompanying legislation for your consideration and approval. Lucy Dalglish and Warren Kelley, Co-Chairs of the Joint President/Senate Inclusion and Respect Task Force presented Inclusion and Respect at the University of Maryland (Senate Document #17-18-03), which the University Senate approved, as amended, at its meeting on April 24, 2018. Please inform the Senate of your decision and any administrative action related to your conclusion.

Approved:

Handwritten signature of Wallace D. Loh

Date:

May 2, 2018

Wallace D. Loh
President

Copies of this approval and the accompanying legislation will be forwarded to:

- Mary Ann Rankin, Senior Vice President and Provost
Reka Montfort, Executive Secretary and Director, University Senate
Michael Poterala, Vice President and General Counsel
Cynthia Hale, Associate Vice President for Finance and Personnel
John Bertot, Associate Provost for Faculty Affairs
Elizabeth Beise, Associate Provost for Academic Planning & Programs
Sylvia B. Andrews, Academic Affairs
Ja'Nya Banks, Co-Chair, Joint President/Senate Inclusion & Respect Task Force
Lucy Dalglish, Co-Chair, Joint President/Senate Inclusion & Respect Task Force
Warren Kelley, Co-Chair, Joint President/Senate Inclusion & Respect Task Force
Andrea Goodwin, Director, Office of Student Conduct
Jewel Washington, Assistant Vice President, University Human Resources
Cassandra Lawson, Manager, University Human Resources
Roger Worthington, Interim Associate Provost and Chief Diversity Officer
Catherine Carroll, Director, Office of Civil Rights and Sexual Misconduct
Joel Seligman, Associate Vice President, Strategic Communications
Katie Lawson, Executive Director, Strategic Communications
Steve Fetter, Interim Dean & Associate Provost, Graduate School
Benjamin Bederson, Associate Provost, Learning Initiatives
Dean Chang, Associate Vice President, Innovation and Entrepreneurship
William Cohen, Associate Provost & Dean, Undergraduate Studies
Susan Ellis Dougherty, Director, International Student & Scholar Services
David Mitchell, Chief of Police
Rosanne Hoas, University of Maryland Police Department



### Inclusion and Respect at the University of Maryland

|                                 |                                                      |
|---------------------------------|------------------------------------------------------|
| <b>PRESENTED BY</b>             | Co-Chairs Ja’Nya Banks, Lucy Dalglish, Warren Kelley |
| <b>REVIEW DATES</b>             | SEC – April 6, 2018   SENATE – April 24, 2018        |
| <b>VOTING METHOD</b>            | In a single vote                                     |
| <b>RELEVANT POLICY/DOCUMENT</b> | See Report for More Information                      |
| <b>NECESSARY APPROVALS</b>      | Senate, President                                    |

### ISSUE

In the last few years, the University has been confronted with many of the same issues that have emerged across the country. Concerns about the infiltration of hate groups, incidents that have diminished the experience of many of the members of our campus community, and a significant tragedy that has forever changed our community have led to a collective call for action. Members of our community have expressed concerns about safety and security; transparency; and the impact of hate/bias incidents on our campus. In response to these concerns, President Loh and the University Senate created the Joint President/Senate Inclusion & Respect Task Force 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.

### RECOMMENDATION(S)

The Inclusion & Respect Task Force makes recommendations for a comprehensive diversity and inclusion initiative in nine areas: (I) Values of the University, (II) Prevention & Education, (III) Hate/Bias Incident Response, (IV) Centralization, (V) Communication, (VI) Evaluation & Assessment, (VII) Free Speech & Freedom of Expression, (VIII) Current Policies and Guidelines, and (IX) Resources & Implementation as shown in the attached report.

### TASK FORCE WORK

The Task Force gathered information on campus climate, reviewed campus policies and procedures for response to hate/bias incidents, assessed efforts to provide prevention and education training and the effectiveness of those programs, reviewed scholarly research on bias in higher education, reviewed peer institution data, considered how to address the intersections of free speech and hate speech in campus policies, considered how campus messaging and communication could be used to promote an inclusive campus atmosphere, and explored strategies for fostering a campus environment that is intolerant of hate and bias. Throughout its work, the Task Force engaged members of the campus community, holding three campus-wide open forums, meeting with faculty, staff, and student groups, and consulting with a variety of administrative units involved in programming and implementation of diversity efforts. The Task Force deliberated on guiding



principles, developed and refined recommendations, and consulted with administrators and offices that may be impacted by the recommendations.

The Task Force unanimously approved the proposed recommendations on March 29, 2018.

## **ALTERNATIVES**

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The University could continue with its current efforts in the areas of diversity and inclusion programming, hate/bias response, and campus climate assessment.

## **RISKS**

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There are no known risks to the University if these recommendations are implemented.

## **FINANCIAL IMPLICATIONS**

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The University will need to provide the necessary resources for the development and implementation of all of the elements of these recommendations.

**INCLUSION AND RESPECT AT THE UNIVERSITY OF MARYLAND****2017-2018 Task Force Members**

**Ja'Nya Banks** (Co-Chair, Undergraduate Student, SGA Diversity Committee Chair)  
**Lucy Dalglish** (Co-Chair, Dean, Philip Merrill College of Journalism)  
**Warren Kelley** (Co-Chair, Assistant Vice President, Division of Student Affairs)  
**Oscar Barbarin** (Faculty, Department Chair, African-American Studies)  
**Lillia Damalouji** (Undergraduate Student, College of Behavioral & Social Sciences)  
**Zein El-Amine** (Faculty, College of Arts & Humanities)  
**Rosanne Hoaas** (Non-Exempt Staff, University of Maryland Police Department)  
**Luke Jensen** (Exempt Staff, LGBT Equity Center, Office of Diversity & Inclusion)  
**Diane Krejsa** (Ex-Officio, Office of General Counsel)  
**Roz Moore** (Exempt Staff, Division of Student Affairs)  
**Vincent Novara** (Faculty, University Libraries)  
**Ishaan Parikh** (Undergraduate Student, College of Computer, Mathematical, & Natural Sciences)  
**Melanie Pflucker** (Graduate Student, GSG Diversity Committee Chair)  
**Nicole Pollard** (Alumnus & Trustee)  
**Rashawn Ray** (Faculty, Sociology)  
**Ana Sanchez-Rivera** (Graduate Student, College of Behavioral & Social Sciences)  
**Timea Webster** (Non-Exempt Staff, Office of Diversity & Inclusion)  
**Roger Worthington** (Chief Diversity Officer, Office of Diversity & Inclusion)

**Date of Submission****March 30, 2018**

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## EXECUTIVE SUMMARY

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### **Our charge**

The University of Maryland President and the University Senate Chair appointed a Task Force comprised of faculty, staff, and student representatives from across campus in August 2017 to consider how best to nurture a campus climate that is respectful and inclusive, stands against hatred, and affirms the values that define the University.

The Task Force gathered information on campus climate, reviewed campus policies and procedures for response to hate/bias incidents, assessed efforts to provide prevention and education training and the effectiveness of those programs, reviewed scholarly research on bias in higher education, considered how to address the intersections of free speech and hate speech in campus policies, considered how campus messaging and communication could be used to promote an inclusive campus atmosphere, and explored strategies for fostering a campus environment that is intolerant of hate and bias.

### **What we heard from the campus community**

Task Force members met with hundreds of faculty, staff, and students through town hall meetings, conversations with representative faculty, staff, and student groups, and individual meetings with stakeholders. Among the consistent messages heard from those groups and individuals were:

- Recent campus hate/bias incidents have caused faculty, staff, and students to be concerned about their safety and the safety of others on campus. Despite data that show that the University provides a safe environment, there is a difference between being safe and feeling safe.
- There is a lack of understanding of the experiences of minority members of the campus community.
- Hate groups are increasingly targeting campus communities with propaganda and persuasion, largely using social media channels.
- Many students believe that campus leaders are not concerned about hate/bias incident, nor do they understand student fears.
- 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.
- 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.
- Due to cultural differences, international students may need additional outreach.
- Faculty, staff, and students repeatedly voiced doubt that the Task Force recommendations would be implemented.

## **Task Force members made the following conclusions**

- There is no consistent understanding among faculty, staff, and students of what the University's values are or what it means when campus leaders say certain conduct or speech violates University values.
- There is substantial concern with the way the administration communicates with audiences and the tone it sets when hate/bias incidents occur on campus.
- Diversity programming is not comprehensive and does not have a broad overarching vision.
- The University must do more to demonstrate its commitment to safety and must act assertively against threatening and intimidating conduct. At the same time, it must do more to promote civility and respect to foster an environment where free inquiry and debate can occur.
- There is a lack of understanding of how to balance free speech that is protected by state and federal laws with speech that is considered conduct that can be punished as a crime or as a violation of University policies.

## **Our recommendations**

The Task Force recommends numerous actions, including those highlighted below. The University should:

### Policies, Guidelines, and Procedures

- Adopt the proposed Values of the University, which should be ingrained into the experience of each member of the campus community and reinforced throughout their time at the institution. (p. 23)
- Adopt the proposed Policy on Threatening and Intimidating Conduct. (p. 31)
- Adopt the proposed Statement on Free Speech Values, promoting intellectual and academic freedom and recognizing that offensive speech that hurts, offends, or discredits may be protected by state and federal laws. (p. 28)

### Other recommended actions

- 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)
- 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. When serious verified hate incidents occur on campus, the University's leadership should denounce offensive speech or conduct that does not align with its core values. Likewise, when outside speakers engender hatred, University leadership should make clear that the speakers' messages violate University values. (p. 26)
- Provide opportunities for faculty, staff, and students to engage in meaningful counterspeech. (p. 28)
- 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. (p. 26)
- Consolidate all hate/bias incident reports and publish them on the ODI website, including the resolution of verified reports. (p. 26)
- Conduct biennial climate surveys of faculty, staff, and students. (p. 27)
- Refer review of campus policy and related guidelines on the use of physical facilities and demonstrations by outside groups to the Senate's Campus Affairs Committee. (p. 28)
- Develop a phased implementation plan and provide the necessary resources for implementation of the Task Force recommendations. (p. 30)

## INTRODUCTION

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The citizens of our country are diverse, and they reflect a variety of socioeconomic backgrounds, perspectives and outlooks, political viewpoints, and lived experiences. The diversity of perspectives in our nation is informed by our history of slavery and segregation as well as the subsequent struggles for civil rights and equality. While civility and respectful discourse have always been civic virtues, their use and role have been challenged in recent years. There has been a surge in hate crimes and bias incidents across the country, leading many to believe that our country has not progressed as far as it seemed. The changing political landscape has emboldened some to engage in racially and religiously motivated acts and expressions of hate that undermine the pillars of our society. While free speech and freedom of expression have been major tenets of the constitutional rights afforded to our citizens, some have used these rights to convey hatred without consideration of the impact that those statements have on their community.

Institutions of higher education have not been immune to these issues. Colleges and universities have seen a significant increase in hate crimes and incidents motivated by biases related to an individual's protected class, as in their race, national origin, ethnicity, religion, sexual orientation, sex, gender identity, or disability (Bauman 2018). In addition, hate groups have increasingly targeted recruitment efforts and propaganda at campuses across the country (Kerr 2018). Higher education institutions are struggling with the balance between fostering civil discourse and promoting academic freedom with upholding speech that is offensive but still protected under the First Amendment (Patton 2017; Kerr 2017).

While we have made progress towards inclusion, we need to be informed by our past in order to move forward. Diversity alone does not create opportunities for inclusion or understanding across differences. The challenge that the country and the University of Maryland face is not just one of diversity, equity, and inclusion, but also one of unity and creating a greater sense of belongingness.

## BACKGROUND

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The University of Maryland is a world-class public research institution with a thriving community of faculty who are leaders in their fields, staff committed to supporting the University's mission, and 40,000 academically talented students. The University is committed to excellence through fostering education, critical thinking, and intellectual growth; creating and applying new knowledge via research, scholarship, and the creative arts; enhancing the economic development of the state; and improving the surrounding community, nation, and world. The diversity of our faculty, staff, and students is a cornerstone of that excellence. The University's pursuit of excellence is bolstered by its strong commitment to secure and maintain a working and learning environment in which all members of its community are welcomed, feel safe, and can flourish, regardless of race, color, creed, sex, sexual orientation, gender identity, national origin, political affiliation, socioeconomic background, or disability.

In the last few years, the University has been confronted with many of the same issues that have emerged across the country. Concerns about the infiltration of hate groups, incidents that have diminished the experience of many of the members of our campus community, and a significant tragedy that has forever changed our community have led to a collective call for action. Members of our community have expressed concerns about safety and security; transparency; and the impact of hate/bias incidents on our campus. In response to these concerns, President Loh and the University Senate created the Joint President/Senate Inclusion & Respect Task Force (the "Task Force") 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.

The Task Force is led by Ja’Nya Banks, Student Government Association (SGA) Diversity Committee Chair; Lucy Dalglish, Dean of the Philip Merrill College of Journalism; and Warren Kelley, Assistant Vice President for Student Affairs. The membership of the Task Force includes representatives of the major campus constituencies (undergraduate students, graduate students, faculty, staff, and alumni) and includes faculty and staff with expertise relevant to the work of the Task Force. While the Task Force is representative of major constituencies, from its formation it acknowledged that it is not representative of the experiences of the entire campus community. The Task Force endeavored to incorporate the perspectives of a variety of campus stakeholders into its work in order to better understand their individual experiences and to develop recommendations that reflect their complex needs.

## DIVERSITY-RELATED INITIATIVES

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The University of Maryland has long embraced diversity as a core value and counts a diverse community among its greatest strengths. The University is committed to building an inclusive community that is enriched by differences, brings together people from the widest array of backgrounds and perspectives, and recognizes that excellence cannot be achieved without diversity. In 2010, the University reaffirmed that commitment by establishing the Diversity Strategic Plan - [Transforming Maryland: Expectations for Excellence in Diversity and Inclusion](#). This Plan aligns with the University’s Strategic Plan and sets forth strategies to achieve an environment for all members of the University community that acknowledges and celebrates diversity in all of its dimensions.

Since 2010, the University has made great strides towards achieving the goals outlined in the Diversity Strategic Plan. These efforts were predicated on the establishment of the Office of Diversity & Inclusion (ODI) and the Chief Diversity Officer position. In the past eight years, ODI has led the University’s major diversity initiatives.

In the past year, the University has continued its commitment to diversity by developing a variety of new initiatives and by committing significant resources into supporting diversity efforts more fully. The Chief Diversity Officer position is being elevated to vice president status to emphasize the value that the University places in this role. In addition, the University has established the Center for Diversity and Inclusion in Higher Education (CDIHE), which will serve as a national leader in research, policy, professional standards, and consultation for institutions across the country and abroad on critical issues related to diversity, inclusion, and social justice in higher education. The University has also committed resources to diversity-related educational efforts such as expanding the cultural competency sections in the General Education curriculum, finding ways to provide civics education, and developing training opportunities for incoming students. New systems to respond to hate/bias incidents have been developed, through the newly established [Hate/Bias Incident Reporting Response Protocol](#) and the Hate/Bias Response Team as well as the creation of the Hate/Bias Response Program Manager role.

The University has shown its commitment to developing diversity amongst the faculty ranks by establishing the Presidential Postdoctoral Fellowship, which provides opportunities for underrepresented minorities to prepare for faculty roles in academia and improves the pipeline of diverse faculty available for faculty positions and the Senior Hire Program, which provides opportunities to recruit senior underrepresented minority faculty to Maryland. The University’s

leadership is also committed to learning how to identify the infiltration of hate groups through training opportunities from the Anti-Defamation League (ADL). In addition, the University has recently initiated a review of its General Education curriculum diversity requirement to ensure that it is meeting its intended goals.

While we have made progress in these areas and the University has committed to action, the Task Force was formed to do a comprehensive review of University policies and practices to ensure that we have the tools and systems in place to address our current needs and develop future diversity, equity, and inclusion efforts.

## CHARGE

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The President of the University and the Chair of the University Senate jointly charged the Task Force on August 25, 2017. The Task Force was asked to consider how best to nurture a campus climate that is respectful and inclusive, stands against hate, and reaffirms the values that define our University. Specifically, the Task Force was asked to gather information on the campus climate, including existing climate data and anecdotal information about campus concerns; review existing policies and procedures for the immediate response to an investigation of hate/bias incidents; assess current efforts to provide prevention and education programming to faculty, staff, and students and their effectiveness in creating an inclusive campus environment; review scholarly research on bias in higher education; review and assess best practices at peer institutions; consider how to address the difficult intersections of free speech, hate speech, and freedom of expression in University policy and practice; consider how messaging and communication should be used to promote an inclusive campus environment; develop a statement on the University's core values and consider how such values can be reinforced over time; and develop strategies for fostering a campus environment that is intolerant of hate and bias. The complete charge to the Task Force is included in [Appendix 1](#).

In developing the charge, the President and Chair of the Senate focused the Task Force's work on programming efforts and initiatives primarily outside of the classroom. Consideration of opportunities to refine and better utilize diversity, equity, and inclusion themes in the curriculum, such as through General Education requirements, is an important task that should be led with singular focus by the faculty. A review of curricular opportunities through General Education has been initiated and will move forward independent of the Task Force's work.

## TASK FORCE WORK

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The Task Force began its work in September 2017 and divided its work into two phases. In Fall 2017, the Task Force focused on gathering information related to its charge. The Task Force created five working groups on Climate, Policies & Procedures, Prevention & Education, Hate/Bias Response, and Free & Hate Speech, and began gathering information specific to each area, including scholarly research, guidance on legal frameworks, and best practices in higher education. The Working Groups began an exhaustive study of practices at peer institutions to inform their processes.

During Fall 2017, each Working Group examined current policies, procedures, and practices in their specific areas. The Climate Working Group gathered existing data from climate-related research conducted by the Campus Assessment Working Group (CAWG) and worked with the Office of Institutional Research, Planning, and Assessment (IRPA) to analyze and understand these data. The Prevention & Education Working Group conducted interviews with faculty and staff who design



and deliver programming related to diversity, equity, and inclusion for the University community, in order to better understand current practices, goals, and challenges. The Hate/Bias Response Working Group consulted with administrators and offices who are currently involved in responding to and/or investigating reports of hate/bias incidents on our campus, including administrators in ODI, the Office of Civil Rights & Sexual Misconduct (OCRSM), the Office of Student Conduct (OSC), and the University of Maryland Police Department (UMPD), as well as Resident Life. The Free & Hate Speech Working Group worked closely with the Office of General Counsel (OGC) and reviewed all campus policies, procedures, and guidelines related to speech and expression.

The Task Force held three open forums in the fall semester to hear the concerns of the campus community and ask for suggestions on how it should address its charge. The Task Force solicited feedback through an online form for those who were unable to attend the open forums or who felt uncomfortable sharing their views and experiences publicly. The Task Force also reached out to and met with specific constituency-based groups for feedback, including the University Senate, Student Government Association (SGA), Graduate Student Government (GSG), Residence Hall Association (RHA), Black Faculty-Staff Association (BFSA), and a group of non-exempt staff from Dining Services. The Task Force participated in a Design Thinking Workshop assisted by members of the Academy of Innovation & Entrepreneurship in order to use empathy to identify problems and to find creative ways to develop and test solutions to those problems.

In the second phase of work beginning in January 2018, the Task Force began developing recommendations and consulting with faculty, staff, and students as well as relevant offices on its preliminary directions. The Working Groups presented their findings and recommendations to the Task Force in late January 2018. The Task Force began refining the recommendations and deliberating on guiding principles that should be the basis of recommendations in each of the relevant areas. In February and early March 2018, the Task Force presented initial reports on preliminary directions to the University Senate, SGA, GSG Executive Board, RHA Executive Board, the Academic Leadership Forum, and other stakeholder groups. The Task Force considered and incorporated feedback from each group as it refined its recommendations.

In addition, the Task Force co-chairs and staff spent the beginning of the spring semester consulting with administrators and offices that may be impacted by the recommendations or that may have specialized information for the Task Force on how to reach particular populations through the recommendations. These efforts included consultations with the Office of Faculty Affairs (OFA), University Human Resources (UHR) (including Learning and Talent Development as well as the Office of Staff Relations), the Teaching and Learning Transformation Center (TLTC), the Office of International Student & Scholar Services (ISSS), the Office of Undergraduate Admissions, the Office of Undergraduate Studies (UGST), the Orientation Office, and the Graduate School (GRAD). The Task Force co-chairs updated the President and Chair of the Senate as it developed its recommendations, in order to ensure that its recommendations aligned with the charge, were reasonable, and could be implemented.

The Task Force unanimously approved its final recommendations on March 29, 2018.

## **CURRENT PRACTICE**

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Early in its review, the Task Force began gathering information on existing practices, policies, programming, and data related to diversity, equity, and inclusion efforts as well as on the University's initial response and investigation processes for hate/bias incidents. A summary of its findings in various areas is included below.

## Prevention & Education

The University currently offers a wide variety of opportunities to engage in diversity-related programming for members of the campus community. Academic and administrative units including the Department for Fraternity & Sorority Life (DFSL), the Division of Student Affairs, Multicultural Involvement & Community Advocacy (MICA), the University Health Center, and ODI among others across the campus, provide a variety of programs in this realm. In a large university such as ours, programming opportunities of this nature can be highly decentralized. This can foster creativity and ownership but can also lead to a lack of a cohesive vision or strategy for continual improvement in these types of initiatives. Many of those who develop and deliver existing programs raised concerns about programming assessment, decentralized registration, and follow-up for participants.

## Response to Hate/Bias Incidents

Hate/bias incidents are acts that focus on a characteristic such as race, ethnicity, national origin, religion, sex, gender identity, sexual orientation, political affiliation, or physical or mental disability, among others. Hate/bias incidents may involve offensive speech and expression that are protected by the First Amendment, and though not all hate/bias incidents include acts that rise to the level of a crime, they may involve conduct that can be addressed through administrative and/or legal action.

The University established the Hate/Bias Incident Reporting Response Protocol in November 2017 to establish practices for responding to hate/bias incidents, in order to provide support to the University community in response to incidents and to take action on any conduct that is inconsistent with the University's policies and values.

ODI recently established a new Hate/Bias Response Program Manager position to provide support to individuals affected by hate/bias incidents and to formulate action plans for responding to the incident, working in partnership with the newly-established Hate/Bias Response Team. The Hate/Bias Response Program Manager will share data about incidents with UMPD and other campus units and maintain a log of hate/bias incidents online.

Reports of suspected hate/bias incidents currently can be made online to the Office of Civil Rights & Sexual Misconduct (OCRSM) or to UMPD can be reached by calling 911, 301-405-3333, or dialing #3333 from a cell phone. Upon receiving a report, UMPD will begin an investigation and send confidential notifications to administrators who need to be aware and who may facilitate any necessary immediate action while UMPD conducts an investigation.

During the investigation, UMPD considers whether there is an element of hate or bias to the incident, using factors and indicators established in the [Maryland State Police Protocols](#). After the investigation concludes, UMPD will classify the incident as to its status as a hate/bias incident. A "verified" incident means a reasonable person would conclude that the act was motivated in whole or in part by bias against a person or group due to their membership in a protected class. An "inconclusive" incident is where the evidence is incomplete or conflicted and the incident cannot be verified. "Unfounded" incidents are those where the incident did not occur or it was not motivated by bias. The status of the incident will be recorded on the daily crime log on the UMPD website.

If UMPD finds a perpetrator and determines that the incident was a hate crime according to federal and state law, it will review the incident with the State's Attorney to consider criminal charges. If an incident involving faculty, staff, or students is classified as a verified or inconclusive hate/bias incident, UMPD refers the matter to the University through the Office of Faculty Affairs, University Human Resources, or the Office of Student Conduct for administrative review.

While processes for reviewing referrals involving hate/bias incidents are evolving, the Office of Student Conduct already has a well-defined administrative review procedure in place for cases involving students. Upon receiving a referral for student conduct associated with hate/bias incidents, the Office of Student Conduct (OSC) may pursue charges for violation of the *Code of Student Conduct*. The OSC will review the report for reasonable cause and to establish whether the conduct would be a violation of the *Code*. The OSC will conduct its own investigation to review any evidence or information in the referral or available from the UMPD or faculty, staff, or students impacted by the case. Cases are resolved through a disciplinary conference with an administrator or through a hearing by a student conduct board. Students have the right to appeal the finding and the sanction if their case was heard by a board. During the sanctioning process, the Director considers any aggravating or mitigating circumstances, and will also consider whether the conduct was motivated by hate or bias - if so, that will be considered an aggravating factor, which may result in a stricter sanction.

While hate/bias incidents can occur anywhere on campus, a number of reports have been made in residential communities, where reporting is encouraged and supported by the Department of Residence Life (Res Life). Since the vast majority of incidents in the residence halls are related to subtle bias, ignorance, or impulsivity, Res Life focuses on community restoration and coming together through dialogue in its response to incidents. In cases where a perpetrator can be found, Resident Directors typically hear lower-level cases and the case is referred to the Office of Rights and Responsibilities (R&R) if it could result in a disciplinary action. The R&R team uses the *Code*, the Residence Hall Rules, and the same protocols as the OSC in resolving cases.

### Climate

The University has regularly assessed faculty, staff, and student perceptions of the campus climate from a variety of dimensions over the years. These assessments have provided information on the status of the campus climate over time, and have in some cases provided data used for evaluating specific initiatives. A number of existing initiatives that provide data and assessment related to campus concerns have been used to study campus climate from a diversity perspective.

The University's Campus Assessment Working Group (CAWG) was formed to develop a campus "Culture of Evidence" in which data and assessment play a key role in campus decision making. CAWG regularly gathers and exchanges information about the faculty, staff, and student experience at the University. The data can feed directly into program and campus improvement efforts. Departments and administrators take advantage of these data collection efforts to ask questions that are necessary to their own improvement efforts. CAWG works on developing strategies for sustainable data collection to continue moving the University forward in its status as the flagship campus.

In March 2016, the University launched the Thriving Workplace Initiative as a means to data to create a thriving work environment and a culture of engagement and inclusion among all University employees. This important ongoing initiative, led by the Office of the President and the University's Center for Leadership and Organizational Change (CLOC), intends to share survey results with academic and administrative units on campus; create an action plan that is based on best practices, research, and assessment; and implement that action plan through training, development, and personalized consultations in order to promote a thriving workplace. This important initiative examines inclusion in the workplace, broken down demographically, and seeks data on the drivers of more inclusive environments. The principles of this initiative recognize that engaged employees

work with passion, feel a profound connection to their workplace, and are empowered to succeed while helping the University reach its full potential.

In Spring 2017, the Graduate School initiated the Graduate Student Quality of Life survey to better understand multiple facets of the graduate student experience. The results from the survey were released in January 2018. These results provide an analysis of graduate student engagement with the University, other students, and faculty; an analysis of graduate student interactions with and perceptions of the faculty and the department; and data on how well students felt that the program prepared them academically and professionally.

In February 2018, the University initiated a Campus Climate Survey, an online survey used to assess the campus living, working, and learning environment, including the level of equity and respect among faculty, staff, and students. This population-level comprehensive survey is the first of its kind at the University. The goal of the survey is to use the results to help shape a more inclusive, diverse, and safe community.

### Policies and Procedures Related to Speech and Conduct

The Task Force reviewed all University policies related to freedom of expression, use of space, and demonstrations. The University has several policies, procedures, and guidelines that support free speech and freedom of expression on our campus. The [VI-4.10\(A\) University of Maryland Procedures for the Use of Physical Facilities](#) provides guidance on procedures for the use of campus facilities by units within the University, members of the campus community, and student organizations, as well as public use by others outside the University. The University's [Guidelines on Demonstrations and Leafletting](#) recognize the right of individual faculty, staff, students, and student organizations to demonstrate and leaflet, provided such activities do not disrupt normal activities or infringe upon the rights of others. The University's [Chalking Guidelines](#) provide guidance on approved surfaces at the University that can be used by faculty, staff, and students for creating chalk messages. The University's [Freedom of Expression: Policy and the Law](#) Resource Guide (1991) recognizes the particular importance that the University, as an institution of learning, places on the free exchange of ideas. It also states the University's commitment to open, vigorous debate and speech. Additional relevant policies and procedures include the [VI-1.10 University System of Maryland Policy on Acts of Violence and Extremism](#), [VII-11.00\(A\) University of Maryland Faculty and Staff Workplace Violence Reporting and Risk Assessment Procedures](#), [VI-1.00\(B\) University of Maryland Non-Discrimination Policy and Procedures](#), and the Division of Intercollegiate Athletics regulations on [Prohibited Items & Behavior](#).

## **RESEARCH AND FINDINGS**

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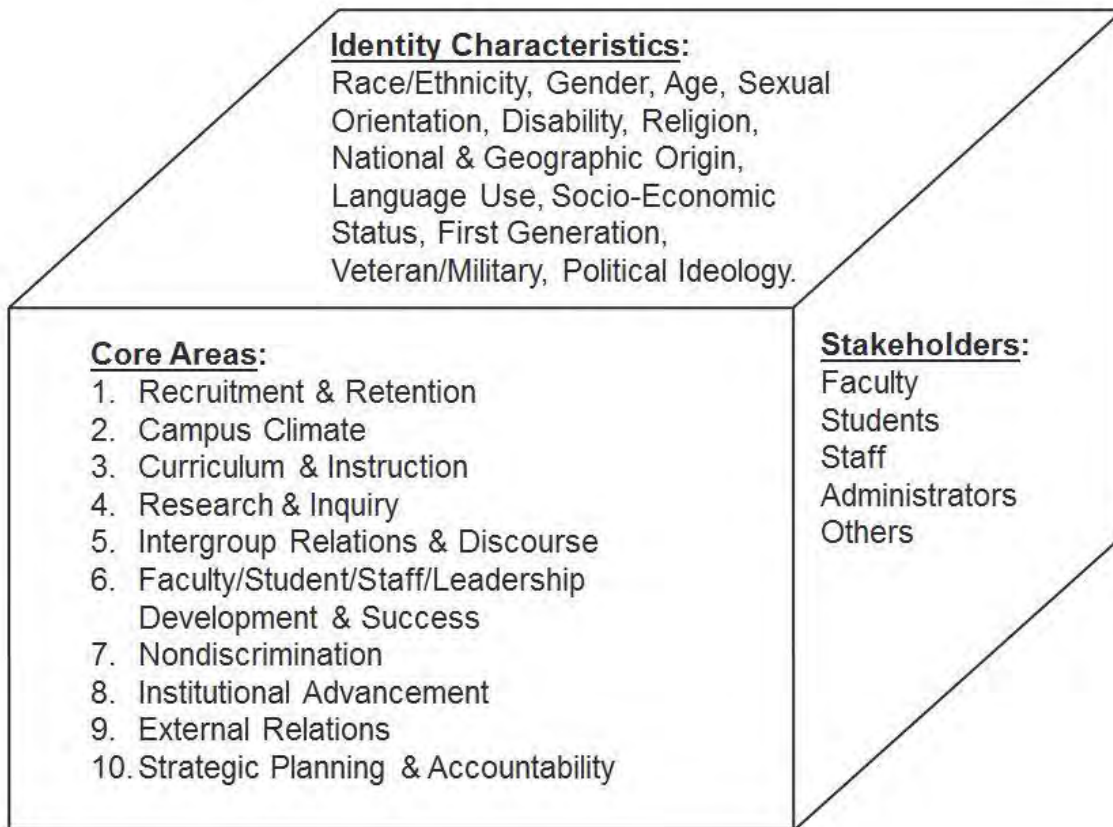
### Scholarly Research

The Task Force reviewed scholarly research from multiple perspectives as it considered the various elements of its charge. Research related to diversity and inclusion has focused on areas such as effective elements of diversity initiatives, efforts to promote racial climate, the balance of free and hate speech, and principles for diversity programming.

### **Diversity & Inclusion Efforts in Higher Education**

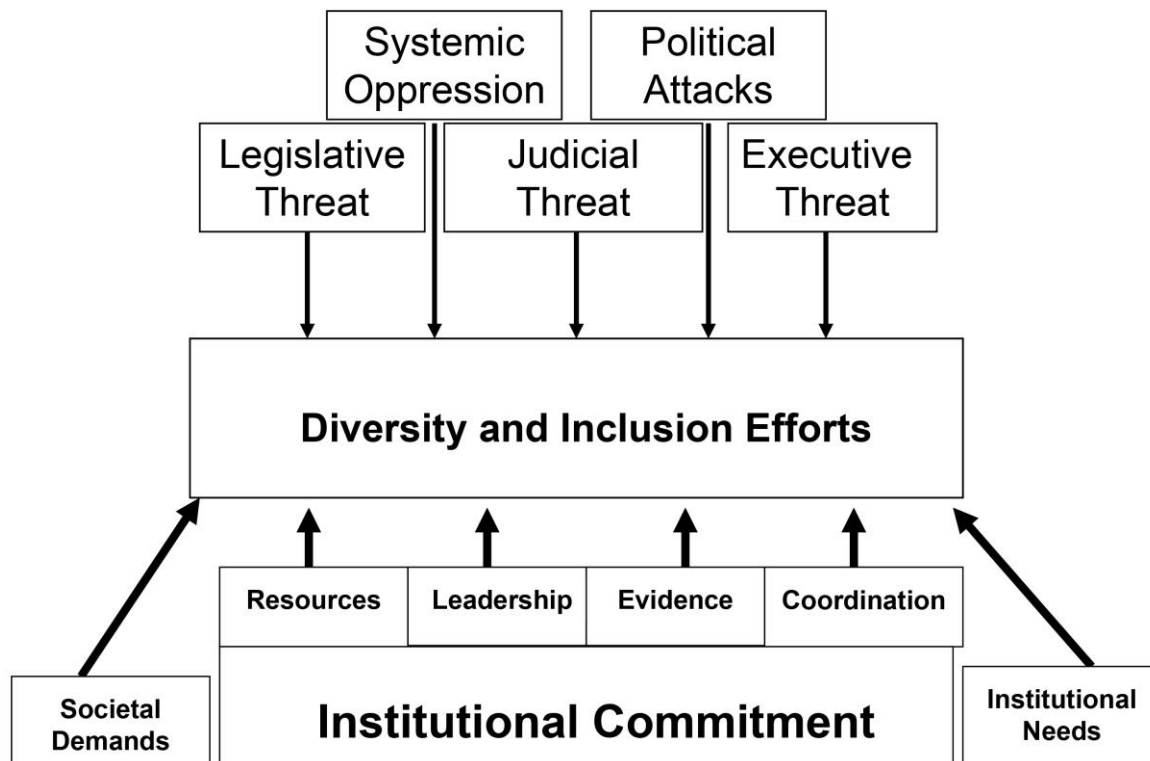
Diversity in higher education is no longer solely focused on affirmative action based on race. Research shows that a three-dimensional model of diversity in higher education with a broadened focus that recognizes characteristics of identity, constituency groups, and institutional initiatives is more applicable today (Antonio & Clark, 2011; Epperson, 2011). This model (Figure 1) serves as an organizational framework and conceptual guide for diversity research and practice in higher education.

Figure 1. Three-dimensional model of higher education diversity (Worthington 2012)



Research has focused on the keys to successful diversity and inclusion efforts and the impact of general diversity in higher education. Comprehensive diversity and inclusion efforts involve more than simply counting people; they address a multitude of identities; consider intersecting aspects of identity and include and benefit everyone. Diversity on college campuses is associated with greater learning; increased interpersonal competencies; greater self-confidence among students; fewer racial prejudices; greater gains in critical thinking; and greater involvement in civic and community service (Antonio, 2001; Chang, 1996; Gurin, 1999; Hurtado, 2001; Smith et al., 1997). The factors that are considered to be threats to diversity and inclusion efforts, as well as those that support diversity and inclusion efforts are identified in Figure 2 below.

Figure 2. Keys and Threats to Diversity and Inclusion Efforts



### Positive Racial Climate

Diversity has been shown to have an impact in promoting a positive racial climate on campuses in a variety of dimensions. The major contributing factors to a positive racial climate are the inclusion of students, faculty, and administrators of color; a curriculum that reflects the historical and contemporary experiences of people of color; programs that support the recruitment, retention, and graduation of students of color; and an institutional mission that reinforces its commitment to pluralism. In addition, four climate-related factors internal to and within the control of individual colleges and universities include compositional or structural diversity; the psychological and behavioral dimensions of the climate; and an institution’s history and legacy of inclusion (Hurtado, et al., 1998; 1999).

The three thematic clusters of findings from an analysis of 15 years of institutional research on campus climate show differential perceptions of campus climate by race; minority student reports of prejudicial treatment and racist campus environments; and benefits associated with campus climates that facilitate cross-racial engagement (Harper and Hurtado, 2007). The major themes from a multi-campus qualitative investigation shows cross-race consensus regarding institutional negligence; race as a four-letter word and avoidable topic; self-reports of racial segregation; gaps in social satisfaction by race; white student overestimation of minority student satisfaction; reputational legacies for racism of the institutions; the pervasiveness of whiteness in space, curricula, and activities; the consciousness-powerlessness paradox among racial/ethnic minority staff; and the unexplored qualitative realities of race in institutional assessment (Harper and Hurtado, 2007).

### Research on Free Speech and Hate Speech

Universities must work to balance free speech protections with other interests, such as creating an inclusive environment and educating the campus community about the difference between the

intent of hate speech and the impact of hate speech. It is important for campus community members to clearly understand the constitution, state laws, and individual rights, as well as the university's stance on these issues.

Research shows that universities should “explore non-disciplinary/punitive responses that would provide support and education to all parties involved” (Miller et al. 2017: 7). Miller and colleagues (2017: 8) suggest that universities should engage in “educational moments” by helping students and the broader campus community have vehicles to respond to speech they consider offensive.

Miller and colleagues (2017) found that:

“...administrators must carefully consider and evaluate their roles related to protecting free expression while also working to create campus environments conducive to dialogue about diversity and bias.” (p. 11)

“...bias response teams should provide ongoing education on legal issues in higher education with a specific focus on free speech as well as campus-level policies, which function as one component of regular training that could also address contemporary issues of diversity and bias on campus.” (p. 11)

### Diversity Programs

Scholarly research shows that most universities and organizations support diversity programs. Dobbin, Kalev, and Kelly (2007) found that nearly 40 percent of the 829 companies they surveyed have diversity training. Roughly 20 percent of the companies have diversity evaluations, diversity task forces, and networking programs. Only about 10 percent of the companies have a diversity manager and mentoring program.

In developing diversity programs, research suggests that the following questions should be considered.

#### ❖ *Should Diversity Programs be Mandatory? Yes, if other programs are mandatory.*

Research shows that making training programs, whether diversity-focused or otherwise, required is an ineffective strategy (Dobbin and Kalev 2016; Johnson 2017). It should be noted that organizations and companies make programmatic efforts mandatory all of the time. If mandatory trainings are the status quo, a diversity program should be no different. In fact, research shows that if something is included as a normal requirement, it is not perceived negatively. When diversity is incorporated as a normal part of the organization, people are more accepting of it as a key component of the organization. In turn, they are more open to diversity training. After participating in diversity trainings, employees actually report that diversity is more important for their jobs and important for their organization (Hanover and Cellar 1998).

#### ❖ *What leads to the Success of Diversity Programs? Leadership participation.*

In a survey from 785 human resource professionals, Rynes and Rosen (1995) examined what factors determined the adoption of diversity programs and perceived training success. They found that top administrative support and administrators' belief in diversity initiatives increases the adoption of diversity program and perceived training success. Also, the existence of a diversity manager/liaison, diversity-related policies, and the clear prioritizing of diversity goals related to other priorities increases adoption and perceived success. Contrary to other research, Rynes and Rosen found that perceived training success increases when diversity programs are mandatory for upper management, when there is a long-term plan for evaluating training results, policy changes, and

diversity goals, as well as a reward structure for administrators and departments for adhering to diversity goals. Subsequent research found similar results (Dobbin, Kalev, and Kelly 2007).

Unfortunately, diversity trainings are typically disaggregated from policy changes that directly address organizational concerns (Dobbin and Kalev 2016). Diversity has to be part of the entire organization for changes to be institutionalized. In addition to trainings, diversity has to be formally incorporated into strategic plans, mission statements, and award and incentive structures. An organizational diversity program should include diversity trainings, internal communications, resource commitments, accountability for violating rules and regulations related to tolerance and respect, and comprehensive programs that can focus on a range of marginalized identities.

❖ *Are Bystander Intervention Strategies Effective? Yes, with the ability to practice strategies.* Bystander intervention has been shown to be highly effective. In a large study including nearly 13,000 high school students, Polanin, Esplage, and Pigott (2012) found that bystander intervention programs decreased bullying in schools. Allies and bystanders are frequently able to connect with perpetrators in ways that victims and survivors cannot. Unfortunately, bystanders often do not have enough data points or experiences to allow for them to practice implementing bystander intervention strategies.

### Analysis of National Trends

Assessments conducted by national advocacy and research organizations generally indicate a recent rise in hate/bias incidents and hate crimes across the country, which is supported by assessments of FBI crime data. For instance, FBI crime data from the 2016 reporting year indicate a 5 percent rise in hate crimes overall; hate crimes based on race, religion, and against the LGBTQ communities were the three protected statuses targeted most frequently in 2016 reports (ADL 2016; ADL 2017).

Trends related to hate/bias incidents indicate that there has been an increase in activity that promotes bias, especially related to white nationalism and racism, on college campuses. The Anti-Defamation League (ADL) Center on Extremism tracked 346 incidents of white supremacist propaganda on colleges campuses from September 1, 2016 to February 1, 2018. The number of incidents during the fall 2017 semester alone demonstrated a dramatic rise, with an increase of 258 percent when compared to incidents in the same time period in fall 2016 (ADL 2018).

Analysis by the Southern Poverty Law Center (SPLC) suggests that higher education has become a target for white nationalist groups because it tends to be very vocal about its commitment to diversity, tolerance, equality, and social justice. Racist propaganda seen on college campuses attempts to demonize these values as an attack on white identity and history in the name of political correctness. In addition, the SPLC suggests that college students are seen as prime targets for recruitment, since they are typically inquisitive and open to accepting new and sometimes radical ideas (SPLC On Campus 2017).

Both the SPLC and the ADL have advocated for more action by higher education administrators, faculty, staff, and students to prevent these incidents and provide more education and training to community members. The ADL provides a host of educational resources for university settings, including fact sheets, Q&A guidance documents, and training programs, and provides resources to help institutions identify and counter emerging threats. In October 2017, the SPLC developed a guide to bystander intervention, which provides training tools for individuals on how to step in when public harassment and violence occur on campus (SPLC On Campus 2017). The SPLC has also



advocated for college leadership to be vocal about their institution's commitment to diversity & inclusion and to speak out against actions on their campuses that go against their values (Cohen 2017).

### Peer Institution Research

In the course of its work, the Task Force conducted an extensive review of practices and policies at Big 10 and other peer institutions, seeking best practices and lessons learned from their experiences. The institutions included in the review were: University of Illinois Urbana-Champaign, University of Iowa, University of Michigan, Michigan State University, University of Minnesota, Northwestern University, Ohio State University, Pennsylvania State University, Rutgers University, University of Nebraska, University of Wisconsin, University of California-Berkeley, University of California-Los Angeles, and University of North Carolina-Chapel Hill, among others. An overview of the Task Force's findings is included in [Appendix 3](#).

Common themes and practices in multiple areas emerged in the review of Big 10 and peer institutions:

- Most peer institutions have incorporated some form of programming for incoming & transfer students. Programs range from a general overview of diversity, equity, and inclusion themes with an introduction to basic terms and concepts, to innovative workshops that explore some of the foundational skills needed to collaborate, learn, and work in diverse environments. Programs vary as to whether they are online or in person.
- Cultural competency education is a component of diversity training at many peer institutions, and often relies on dialogue programs and sharing lived experiences as a means of learning about and understanding systems of privilege and oppression while building community.
- Programs on bystander intervention, examination of implicit biases, and difficult dialogues in the classroom for instructors have been developed at some peer institutions.
- Some institutions are beginning to develop badging/certification programs for faculty, staff, and/or students that include a diversity component. These initiatives typically include a series of workshops or activities where strategic knowledge, skills, and competencies are developed, and after completion, participants receive some type of certificate to demonstrate their commitment and competence as a leader in diversity, equity, and inclusion.
- Most institutions have begun initiatives to survey campus climate in terms of diversity, equity, and inclusion on an annual or biennial basis.
- As most institutions are in the early stages of developing and launching campus climate surveys, most are still developing their plans for how to utilize the information collected.
- Some institutions plan to share campus climate results with the campus community and a few have made results public.
- A few institutions have defined core values and principles for its campus community, and use those values and principles in messaging and communications strategies in order to instill those values in the campus community.
- Every institution has a slightly different approach to reporting, investigating, and resolving reports of hate and bias incidents. Most universities have specific units or response teams dedicated to handle incidents of hate and bias.
- Reporting an incident may be done via email, phone call, online, or face to face, depending on the institution. A few institutions allow reporting of incidents in more than one location on campus, including specific locations that are familiar service and support centers for specific identity and affinity groups.
- All of the institutions surveyed prohibit discrimination, harassment, and threats in some way through various campus policies on non-discrimination, student conduct, and/or workplace

policies. Some institutions provide definitions of hate/bias incidents in online resources, but none give such definitions in policy documents.

- More than half the universities actively initiate outreach programs to help communities that may be impacted by a hate/bias incident, even if they were not directly targeted or involved in the incident.
- Some universities prepare detailed reports on hate/bias incidents on campus in order to provide timely and transparent information and to better understand the campus climate. These reports vary in the level of detail included - some institutions include only incidents that have been verified where an individual was found responsible, while others include all incidents that have been reported with an explanation of whether they were unfounded or verified to be hate/bias incidents.
- Nearly all institutions have policies or executive-level statements on protecting freedom of expression; academic freedom is often linked to freedom of expression in these statements.
- None of the institutions specifically ban hate speech, though some institutions are more specific about what types of speech are in fact conduct that may be actionable.
- All institutions reviewed have policies and procedures that guide the use of facilities and spaces on campus for assembly, discussion, or protest. Many have restrictions on who may reserve indoor or outdoor space and restrict the ability of outside groups to initiate or host events. Many institutions also have designated outdoor areas for free assembly by university or non-university groups for protests or demonstrations on campus.
- Some institutions provide guidance on counter-protests and/or appropriate/inappropriate ways to protest controversial speakers. A few provide guidance on how university police can support student groups that wish to protest.
- Nearly all institutions have policies or procedures on chalking, hanging posters, or otherwise writing messages on campus surfaces. Most institutions do not allow for the removal of messages based on content.

### Existing University Climate Data

The Climate Working Group of the Task Force reviewed existing data from past Campus Assessment Working Group (CAWG) climate surveys. The Working Group also reviewed preliminary results of the Graduate Student Life survey, including more detailed responses to diversity-themed questions in the survey. The recent Campus Climate Survey administered by ODI closed at the end of February 2018, so the full results were not available in time to inform the work of the Task Force.

CAWG climate survey results included data on perceptions of the University's diversity from freshmen (2015), juniors/seniors (2015), and alumni (2007 & 2015). In addition, the Working Group reviewed survey results on student perspectives on campus community climate (2003), LGBTQ environment (2014), student perception of cultural awareness and diversity (2010), senior experience on academics, diversity, and transition (2000), and alumni experiences on diversity & community responsibility (2006). The Working Group also requested further analysis of the data on student experiences to focus on key settings in which the University effectively provides opportunities for its student to interact with diverse groups and opportunities that are most widely used by subgroups of students who differ by ethnicity, major, and experience with diversity prior to attending the University.

An analysis of the student survey data provided a variety of insights. The University provides students opportunities for interactions with individuals from different backgrounds through a variety of mechanisms, including housing arrangements and campus employment. Overall, the results of

the survey suggest high prevalence of student interaction with diverse groups through each of these mechanisms. A majority of student respondents experienced interactions with other groups through these settings. Living and Learning programs seemed to offer less experience with diversity than other settings.

Student respondents commonly reported involvement in discussion about racial issues in their courses at the University – 60 to 70 percent of student respondents. However, student respondents in a few colleges such as the sciences reported less discussion of these issues, likely because the nature of these courses do not lend themselves naturally to such discussions. This suggests that alternative routes and approaches may be needed in order to increase the exposure of students in these disciplines to issues of diversity (e.g., through General Education requirements).

A high proportion of student respondents - about four out of every five students - report personal efforts to get to know those belonging to groups other than their own. At the same time, only about one in three respondents reported participation in events and activities sponsored by groups reflective of other cultures. Participation in these events was reported by 27 percent of white respondents, 32 percent of Latino respondents, and 40 percent of African-American respondents. The personal or social barriers to this form of boundary-crossing deserve greater attention. Nevertheless, in almost all groups, a very high proportion of respondents reported feelings of comfort (89 percent) and a sense of belonging (82 percent) at the University of Maryland.

The results from African-American students is an exception and deserves additional attention and consideration. In results related to a sense of comfort and belonging, about 26 percent of African-American students did not feel that they belonged and 24 percent of African-American respondents reported that they have felt disrespected. By comparison, the frequency of disrespect is only 4 percent among white students and 11 percent among Latino students. Although most African-American students did not feel disrespected, a substantial minority of them did. In addition to feeling as though they did not belong and were disrespected, a similar number felt that race was a barrier to their participation at the University of Maryland.

Most students, two-thirds of respondents of all ethnicities, valued diversity as a goal and saw it as a benefit of attending the University of Maryland. The benefits of diversity discussed included developing comfort and interacting with other groups, empathy, perspective-taking, and the ability to work together to communicate and negotiate cross-cultural conflict.

#### Hate/Bias Incidents in Higher Education

In assessing incidents that occur on college campuses, it can be very difficult to determine whether an incident is motivated by hate or bias. The totality of the circumstances in the case are critical to determining if a hate/bias incident occurred; in two contexts, the same conduct could be viewed in vastly different ways. UMPD's investigation reviews indicators and factors that could prove or disprove a bias motivation for the alleged conduct. UMPD considers the perception of the victim, if they volunteer evidence or information that suggests the incident occurred because of their membership in a protected class. In order to confirm a hate/bias incident has occurred, there has to be evidence that would indicate to a reasonable person that the perpetrator's motivation was related in whole or in part to the victim or target's protected status.

In some cases, incidents at the University are reviewed for administrative action by the Office of Civil Rights and Sexual Misconduct (OCRSM) as potential violations of the University's Non-Discrimination Policy, while others are addressed through other avenues. The Non-Discrimination

Policy prohibits discrimination based on a protected class. However, in order for an incident to be found to be discrimination under the Policy, certain elements need to present; the conduct has to be severe or pervasive, and it has to effectively deny an individual or group their right to a specific benefit or service at the University. Typically, discrimination has to involve conduct by an agent of the University in order to be reviewed under the Non-Discrimination Policy, since actions by students would not constitute the University failing to provide an equitable learning and living environment.

The Task Force felt it is not helpful to classify the hate/bias incidents that the University has seen in recent months using a discrimination paradigm or the Non-Discrimination Policy for resolution. Hate/bias incidents may be isolated but impactful and involve actionable conduct such as threats or intimidation targeted in such a way that they create an immediate sense of harm or fear. Though it would likely not be possible to make a discrimination case for these incidents, other University policies and procedures can and should address this conduct. The Task Force determined that existing provisions in the *Code of Student Conduct* and the Policy on Workplace Violence touch on this type of conduct, and determined that the University would be better served by a policy that addresses threatening and intimidating conduct by faculty, staff, and students. While a new policy would address specific actionable conduct involving threats or intimidation, conduct that involves patterns of behavior, actions or inactions by faculty, staff, and administrators that deny services to individuals or groups, and conduct that is repeated and persistent would likely still be reviewed as discrimination by OCRSM.

While several campus units are involved in responding to hate/bias incidents, there is a continuing need for greater coordination among these units, to ensure appropriate application of University policy as well as to provide an immediate and effective initial response to hate/bias incidents. In addition, systems are needed to address campus concerns that the University community is not adequately informed in a timely fashion about reported incidents and their disposition.

## Legal Framework on Speech and Conduct in Higher Education

### ***Free and Hate Speech Defined***

As a public institution, the University of Maryland is a state agency, and its actions must comply with the United States and Maryland constitutions and with Maryland statutes. The First Amendment of the U.S. Constitution ensures an individual's right to free speech and protects the right to express ideas and opinions without restriction. As a government agency, the University may not restrict or punish speech.

Institutions of higher education are meant to be places where the exploration of new and challenging ideas is celebrated. An environment that fosters the free exchange of ideas and open, vigorous debate is critical to the educational mission of all universities, including the University of Maryland. It is impossible to nourish intellectual growth, nurture innovation, and advance knowledge without engaging in dialogue, sharing different perspectives, and learning from each other. While the First Amendment is critical to ensuring this culture of inquiry thrives, it also protects an individual's right to say offensive, insulting, and hateful things. Hate speech is defined as speech that offends or insults individuals or groups based on race, ethnicity, national origin, religion, sex, gender identity, sexual orientation, political affiliation, or physical or mental disability, or other characteristics. It is often characterized by the use of words which are deliberately abusive or insulting, directed at vulnerable minorities and calculated to stir up hatred. It can undermine self-

esteem and cause isolation. While hate speech should be discouraged, hate speech is also protected by state and federal law, and as such, cannot be restricted by the University.

In cases involving hate speech, it is important to distinguish between speech that is protected and conduct that can be actionable. Some speech is accompanied by conduct, such as assault, vandalism, or threats to incite violence, which may be actionable through administrative processes or criminal charges.

### **Regulation of Hate Speech**

The First Amendment allows the regulation of threats of bodily harm or death; intimidation or harassment; speech that incites imminent lawless action, such as the use of fighting words; and libel and slander. In *Brandenburg v. Ohio* (1969), the Supreme Court held that the constitutional guarantees of free speech permitted an exception where advocacy was directed to *“inciting or producing imminent lawless action and is likely to incite or produce such action.”* In other words, mere advocacy of hate cannot be banned unless it is an incitement to imminent lawless action. In *Virginia v. Black* (2003), the Supreme Court ruled that true threats are not protected by the First Amendment, such as when a speaker directs a threat to a person or group of persons with the intent of placing the victim in fear of bodily harm.

Courts have also allowed reasonable time, place, and manner restrictions of speech if there is a significant government interest in doing so. The restrictions must be content and viewpoint neutral and must leave open ample alternative means for speakers to get their views across. The restrictions must also be clear enough for an ordinary person to understand. The restrictions must be tailored in a way that does not simply ban all speech, both protected and unprotected speech, or they will be struck down as overbroad.

### **Speech and Expression on College Campuses**

Beginning in the 1990s, more than 350 colleges and universities adopted rules or codes restricting hate speech. To date, every court to consider a campus speech code has declared it unconstitutional. Attempts to create a speech code or otherwise sanction offensive speech would not be appropriate for the University.

A classic example involved the rules at the University of Michigan, which in 1987 tried to enact a Hate Speech Code after a series of horrendous racial events on campus. The Court recognized this was a laudable university effort. Nevertheless, the policy was so broad and vague that it was impossible to discern any limitation on its reach. The terms “stigmatize” or “victimize” in the policy were too vague and swept within its scope a significant amount of what was unquestionably protected speech. Moreover, simply because speech stigmatized or victimized an individual did not, in and of itself, strip it of protection under the First Amendment.

Research and history show that in instances where speech codes were enforced, they were often used to silence marginalized groups. There have been many instances where the majority or those in power have used speech regulations intended to deter offensive speech to prevent those in the minority or in marginalized communities from using speech to promote their interests. There have also been many cases where marginalized communities have successfully moved their agenda forward due in large part because of the protections of the First Amendment.

Research shows that empowering marginalized communities to exercise their free speech rights has led to positive outcomes. Counterspeech has proven to be an effective method to oppose speech that advocates for hate. While hate speech is protected, individual faculty, staff, and

students; the administrative leadership; and campus or student organizations should be empowered to engage in counterspeech on the issues that are important to them. The campus community should use the resources, locations, and methods outlined in University policy and in guidelines on demonstrations to promote their interests.

## **ISSUES & CONCERNS**

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### Campus Community Concerns

Throughout the course of its review, the Task Force solicited feedback from members of the campus community and key stakeholders to better understand major issues and concerns. The primary themes that emerged from multiple campus-wide open forums, targeted meetings, and other sources of feedback are outlined below:

#### ***General***

- Faculty, staff, and students are concerned about their safety and the safety of others on our campus.
- There is a lack of understanding of the experiences of minority members of the campus community.
- Many are concerned about the prevalence of racist propaganda and the impact of recruitment efforts by hate groups.

#### ***Hate/Bias Incidents***

- There is a perception that while students are concerned about incidents that happen on campus, the administration is not concerned or does not understand student fears.
- There has been a lack of transparency in how the administration addresses hate/bias incidents, which can give the impression that nothing has been done.
- Inconsistent data and information given to the campus community on incidents at the University gives the impression that these incidents are not taken seriously.
- There are concerns that those perpetrating hate/bias incidents are not being sanctioned.
- There are concerns about how to support those impacted by hate/bias incidents and the affected community.

#### ***Programming***

- It can be difficult to find information about current programming because there is no coordination between units and no centralized source of information about programming.
- There is no collaborative process for units to work together on programming.
- Training is not effective unless it is engaging and interactive.
- The University is not reaching students who are not already engaged in diversity efforts.
- Faculty and staff do not have the tools they need to be able to challenge and facilitate dialogue on hateful attitudes and statements that occur in their courses.
- International students may need additional outreach to understand what we consider to be hate speech, a hate symbol, or prohibited conduct.

#### ***Free Speech***

- It can be difficult to develop an objective standard that respects free speech on both sides of an issue.
- There are concerns about how to find a balance between the right to free speech and the need to restrict actions that incite violence and hate.

## **Communication**

- There is no consistent understanding among faculty, staff, and students of what the University's values are and what it means when the administration says that certain conduct or speech go against University values.
- There are concerns with the way that the administration communicates with internal audiences and the tone that it sets when hate/bias incidents occur on campus.
- The University does not effectively speak out against hate/bias incidents and hateful speech, and often chooses to communicate in a way that indicates support for offensive ideas by labeling it as free speech.
- Students are not receiving information from the University but instead are hearing about it from other sources first.
- The University does not recognize the importance of social media when communicating information about incidents.

## **Implementation**

- There is a perception that the University will not follow through on implementing any of the Task Force's recommendations.

## Task Force Assessment of Issues to be Addressed

The Task Force acknowledges these concerns and understands the impact that hate/bias incidents have on our campus. Hate/bias incidents are insidious acts that can create fear, anger, and intimidation, for not only individuals directly affected, but also entire communities. Hate/bias incidents can create fractures in the social fabric of the campus, feed intolerance, and tarnish the University far beyond its borders. It is essential that the University act decisively and unequivocally in denouncing hate incidents, and take action where these acts are prohibited conduct.

The University should assure the campus community that their safety and ability to pursue their academic and work-related goals is a high priority. Data shows that the University of Maryland is a safe environment, and the University has taken additional steps in the past few months and years to increase safety measures on campus. However, there is a distinction between being safe and feeling safe, and the Task Force recognizes that many members of our campus community do not feel safe due to the rise in hate/bias incidents. The University needs to do more to demonstrate its commitment to safety and must act assertively against threatening and intimidating conduct.

The University must act just as assertively to ensure that intellectual and academic freedom, freedom of speech, and freedom of expression are protected on our campus. The University's mission is to discover and disseminate knowledge, which requires the ability to challenge norms and engage in dialogue across differences. To sustain its mission, the University should vigorously support the marketplace of ideas. At the same time, the University must do more to promote civility and respect to foster an environment where free inquiry and debate can occur. The University should be committed to providing a welcoming and inclusive environment to enable all of its members to pursue their academic, personal, and professional goals.

## GUIDING PRINCIPLES

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The Task Force believes the University should make a strong commitment to diversity, equity, and inclusion through its words and actions. The following principles should provide the foundation for the University's efforts to achieve this goal.

- Active engagement in creating a safe environment where individual opinions are valued and free and open exchange of ideas is without retribution.
- A University-wide commitment to values common to us all, with opportunities for continued reexamination and contemplation throughout an individual's time at the University.
- Engagement of all members of the campus community, including University leadership, in embracing and communicating the importance of the University's values.
- Understanding the critical role that free speech and freedom of expression play in an educational environment, as well as of our role in using speech as an instrument of civic engagement.
- A commitment to promote civility and respectful treatment of all members of the campus.
- A comprehensive and coordinated approach to diversity, equity, and inclusion programming that is a part of the University experience for every member of the campus community.
- Programming that includes a blend of mandatory and voluntary engagements, offered in a variety of formats and through different modes, that complements curricular and professional learning and development objectives.
- A coordinated response strategy to hate/bias incidents that provides support to affected communities while assuring all faculty, staff, and students the ability to pursue their academic and professional goals in a safe environment.
- Policies and protocols that enable the University to take action against threatening and intimidating conduct.
- An engaged communication strategy that encourages campus leaders to speak out against hate speech that does not align with the University's values.
- Education and tools that empower faculty, staff, and students to use speech to combat hate and bias on campus.
- Centralization and alignment of information in one comprehensive website.
- Transparent structures for sharing hate/bias incidents and climate survey data.
- Accountability and engagement by campus leaders at all levels.
- Ongoing evaluation and assessment of diversity, equity, and inclusion efforts to enable continuous growth.



## TASK FORCE RECOMMENDATIONS

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The Inclusion & Respect Task Force makes the following recommendations in nine areas: (I) Values of the University, (II) Prevention & Education, (III) Hate/Bias Incident Response, (IV) Centralization, (V) Communication, (VI) Evaluation & Assessment, (VII) Free Speech & Freedom of Expression, (VIII) Current Policies and Guidelines, and (IX) Resources & Implementation.

### I. Values of the University

The University should adopt the following values statement, which should be ingrained into the experience of each member of the campus community and reinforced throughout their time at the institution.

The University of Maryland (UMD) is a community of individuals living and working together to support and advance the educational and research mission of the institution. We aspire to become a community that is: **United, Respectful, Secure and Safe, Inclusive, Accountable, and Empowered and Open to Growth.**

#### **United**

We are diverse but have much in common. Members of the UMD community foster a sense of belonging based on acceptance and a unity of purpose. We strive toward overlapping goals, sharing resources, and spending some of the most significant and productive times of our lives together in a common space. To that extent we depend on one another and are our best selves when we support one another. Accordingly, our actions are guided not only by what is good for self but also by what is good for all.

#### **Respectful**

Members of the UMD community interact with others in ways that promote feelings of respect. All members of the UMD community are valued equally and deserving of respect without regard to their status, their educational attainment or their social position. We reject denigration of any member through words or actions and resist stereotyping of members that undermines personal dignity through slurs, slights, insults or other acts that disparage individuals or groups.

#### **Secure and Safe**

Members of the UMD community refrain from injustice, violence, harassment, intimidation, and aggression. We do all that is possible to protect and defend members of the UMD community from anyone who would harm them physically or psychologically. We promote individual agency and responsibility in contributing to personal safety, avoidance of harm and staving off the effects of insults, slander, intimidation, or symbolic intimidation of violence.

#### **Inclusive**

The UMD community strives to achieve the highest levels of excellence in our work and our studies that accrue through inclusive practices. We recognize that as a thriving and striving community, the success of our institution and our members is dependent on how well we value, include, and engage all members. This belief must be actively and consistently embedded in every aspect and practice of the UMD community.

### **Accountable**

All members of the UMD community are equally responsible and committed to uphold the University's values to the best of their ability, as well as hold the rest of the UMD community to those responsibilities. We must be transparent in our mistakes, and learn to reflect and continue to strive toward inclusive excellence.

### **Empowered and Open to Growth**

Members of the UMD community embrace learning as essential for bettering ourselves as individuals and as a community. We encourage and assist one another to become our best selves.

## **II. Prevention & Education**

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, students). The initiative should include a broad vision for diversity programs for the University and should be overseen by ODI.

Programming should consist of a blend of mandatory programs and voluntary learning opportunities offered at multiple points throughout a faculty/staff/student's time at the University. This programming should use different modalities and approaches with varying levels of complexity.

Programming content areas should include implicit bias, cultural competence, bystander intervention, navigating difficult dialogues, civics education, effective methods for engaging in counterspeech, and reflection and dialogue on the University's values. The University should consider utilizing existing models at the University, such as: Sticks+StonesUMD, Speak Up and Speak Out Virtual Reality Bystander Intervention Program, TLTC workshops on difficult dialogues in the classroom, Common Ground, Words of Engagement Intergroup Dialogues, and best practices at peer institutions on implicit association tests, activities at orientation, and badging/e-portfolio systems while developing programming opportunities.

The University should consider developing opportunities for members of the campus community to track diversity-related skills and trainings throughout their time at the University.

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.

ODI should consider developing training opportunities for those in instructional roles including instructional faculty and undergraduate and graduate teaching assistants in partnership with relevant administrative units, including TLTC and the Graduate School.

ODI should work with ISSS to incorporate information about our values into existing efforts to help international students and scholars acclimate to our campus culture. ODI should consider ways to partner with ISSS to increase opportunities for peer to peer interaction among international and domestic students, and should consider mechanisms that have been successful in the past, such as ESOL mentorship programs and Language House partners programs. ODI should also consider how educational and programming opportunities could incorporate global perspectives in order to broaden understanding of differences across cultures.

ODI should continue to develop and deliver programming as part of the University's comprehensive prevention and education initiative. ODI should also work collaboratively with representatives from existing University diversity programs in the development and delivery of the comprehensive prevention and education initiative.

The University should utilize existing resources and expertise within our faculty in the development of the comprehensive prevention and education initiative on diversity, inclusion, and respect.

The University should provide tools to enable students, faculty, and staff groups to create and sponsor diversity-related programs.

### **III. Hate/Bias Incident Response**

The Task Force recommends that the proposed Policy on Threatening and Intimidating Conduct immediately following this report be approved.

The University should develop administrative review procedures to consider UMPD referrals of potential bias-related conduct involving faculty and staff.

The University should conduct a review of the VII-11.00(A) University of Maryland Faculty and Staff Workplace Violence Reporting and Risk Assessment Procedures to ensure that it aligns with the Policy on Threatening and Intimidating Conduct and current procedures for responding to hate/bias incidents.

The University should conduct a review of the implementation of the Policy on Threatening and Intimidating Conduct in Fall 2019 to assess its efficacy and make any necessary adjustments.

The University should develop a plan to ensure appropriate coordination between the primary units responding to reports of hate/bias incidents that complements the new Hate/Bias Response Protocol and the Policy on Threatening and Intimidating Conduct.

Hate/Bias incidents should be reported to UMPD. The University should designate specific offices or units, including ODI, as entry points where members of the campus community may disclose incidents prior to engaging with the formal reporting mechanisms through UMPD. The University should provide training for support staff in those units to ensure that they are knowledgeable about available resources and how to facilitate reporting to UMPD.

### **IV. Centralization**

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 goals are a responsibility of the entire campus.

The ODI website should serve as a central resource for information about the University's diversity-related programming, events, relevant policies and guidelines, data, climate reports, reporting processes, and resources related to free speech, expression, and demonstration on campus in order to increase transparency, accessibility, and discovery of opportunities for engagement.

The University should consolidate and centralize information on all hate/bias incidents reported at the University and the outcome of any review of these incidents. The University should consider

what types of information should be included on each incident and how that information should be communicated to members of the campus community, as well as the mode and the frequency with which it is communicated.

## **V. Communication**

The University should develop a comprehensive multi-platform communication strategy that prioritizes the dissemination of information related to equity, diversity, and inclusion to the entire campus community in a manner that is transparent, timely, and sensitive to all constituents.

The University should consider how to prominently communicate information about diversity programs, events, and trainings and how diversity themes are integrated into the University's culture.

The University should develop a communications and marketing strategy focused on promoting the University's values. The University should consider ways to promote the values to all members of the campus community through different modes and how to reinforce them over time. For example, admitted students could receive information about the values in their admission packet and new employees could receive them as part of their appointment information. In addition, themes from the values could be incorporated into social media campaigns, marketing materials, or other existing activities to reinforce what it means to be a Terp over time.

The University's leadership should communicate its viewpoint, when appropriate, using messaging that aligns with its core values. In particular, the University's leadership should denounce offensive speech or conduct that does not align with its core values and express that it is not appropriate or welcome in our community.

The University should consider how best to communicate the national context on hate/bias incidents to the campus community.

## **VI. Evaluation & Assessment**

### Programming

ODI should develop a strategy for evaluating and assessing diversity-related education and training programs to assess efficacy and make necessary changes over time.

All diversity-related training programs should have an evaluative component to collect feedback from participants.

Climate assessment data should be used to inform and refine programming content.

### Climate Surveys

ODI should conduct biennial climate surveys of faculty, staff, and students to better understand individual experiences in a variety of dimensions.

Climate surveys should assess the impact of activities and the outcome of efforts to improve diversity, as well as changes in beliefs and attitudes about race, ethnicity, national origin, religion, sex, gender identity, sexual orientation, political affiliation, or physical or mental disability, over time. Survey design for future climate surveys should be guided by the highest standards, draw upon conceptual frameworks and best practices, and incorporate multiple designs to data collection and

analyses, including qualitative approaches as well as longitudinal and scientifically valid samples so that robust conclusions can be drawn from its findings.

Climate surveys should identify and oversample for specific identity and affinity groups so as to enable the development of targeted interventions that meet their unique needs (i.e. ethnicity, residential experiences, students who do not identify or participate with any campus group, and participants of Greek life and student government).

Climate surveys should consider paying special attention to evaluating the experiences of students in majors where the curriculum may not provide opportunities for addressing and understanding issues of diversity.

Climate surveys should consider assessing the social impediment to an individual's comfort in attending or taking part in events sponsored by a cultural or affinity group other than their own.

The University's leadership should be apprised of and reflect on climate survey results in establishing their agendas and priorities.

Existing survey data and feedback from members of the campus community indicate that the African-American population may be more vulnerable in terms of comfort and respect at the University. The University should consider developing specific programs that support vulnerable populations identified in existing and future survey data by integrating them into the University, promoting a sense of safety, and recognizing their contributions.

## **VII. Free Speech & Freedom of Expression**

The University should adopt the proposed *Statement on Free Speech Values* as follows:

The primary purpose of a university is to discover and disseminate knowledge through teaching, research, and service. To fulfill these functions, a free exchange of ideas is necessary not only within its walls but with the world beyond. The history of intellectual discovery and growth clearly demonstrates the need for freedom; the right to think the unthinkable, discuss the unmentionable, and challenge the unchallengeable. Whenever someone is deprived of the right to state unmentionable views, others are necessarily deprived of the right to listen to and evaluate those views. Few institutions in our society have this same central purpose. It follows that a university must protect and guarantee intellectual and academic freedom. To do so it must promote an environment in which any and all ideas are presented. Through open exchange, vigorous debate, and rational discernment, the campus community can evaluate ideas.

Every member of the campus community has an obligation to support the right of free expression at the university, and to refrain from actions that reduce intellectual discussion. No member shall prevent such expression, which is protected under the constitutions of the United States and the State of Maryland.

The University does not have a speech code. History shows that marginalized communities have successfully promoted their interests because of the right to express their views. In fact, marginalized communities have been silenced by speech codes and other regulations against "offensive" speech.

In addition to the obligation to promote and protect free expression, individuals assume further responsibilities as members of the university. The campus expects each individual community member to consider the harm that may result from the use of slurs or disparaging epithets intended to malign, for example, another's race, ethnicity, national origin, religion, sex, gender identity, sexual orientation, political affiliation, or physical or mental disability. While legal protections for free expression may sometimes supersede the values of civility and mutual respect, members of the university community should weigh these values carefully in exercising their fundamental right to free expression.

The University values and embraces the ideals of freedom of inquiry, freedom of thought and freedom of expression, all of which must be sustained in a community of scholars. While these freedoms protect controversial ideas and differing views, and sometimes offensive and hurtful words and symbols, they do not protect conduct that violates criminal law or university policy.

The University should recognize the rights of faculty, staff, and students to engage in counterspeech.

## VIII. Current Policies & Guidelines

The University Senate should charge its Campus Affairs Committee with an overall review of the Policies and Procedures on the Use of Physical Facilities and the associated guidelines on chalking, demonstrations, and leafletting, working in concert with affected stakeholders. The Campus Affairs Committee should consider how the University can support allowing the rental of facilities within the campus as a way of supporting speech and dialogue. The Campus Affairs Committee should also consider how requests from outside groups should be reviewed and approved.

The following revisions to the Non-Discrimination Policy & Procedures (VI-1.00[B]) should be approved to clarify the jurisdiction of the Policy on Threatening and Intimidating Conduct.

### VI-1.00(B) UNIVERSITY OF MARYLAND NON-DISCRIMINATION POLICY AND PROCEDURES

(Approved on an Interim Basis by the President October 1, 2015, Amended March 22, 2016, Amended May 6, 2016)

#### II. APPLICABILITY

This policy applies to members of the University community, including students, trainees, faculty, staff, and certain third parties (e.g., visitors, volunteers, applicants for admission or employment, vendors, and contractors) while on University property or while participating in University sponsored activities who either carry out discrimination or are subject to it.

This policy applies to discrimination, harassment, or retaliation:

- on University premises, in any University facility, or on University property; **and/or** at any University sponsored, recognized, or approved program, visit, or activity, regardless of location; **and**
- that impedes equal access to any University education program or activity or that adversely impacts the education or employment of a member of the University community regardless of where the conduct occurred. ~~;-or~~
- ~~that otherwise threatens the health or safety of a member of the University community.~~

### III. DEFINITIONS

“**Discrimination**” is unequal treatment based on a legally protected status that is sufficiently serious to unreasonably interfere with or limit an individual’s opportunity to participate in or benefit from a University program or activity, or that otherwise adversely affects a term or condition of the individual’s employment or education.

“**Harassment**” is a form of discrimination (as defined above) that encompasses unwelcome conduct based on a person’s protected status. Harassment is **severe or pervasive** conduct that negatively affects the particular individual and also would negatively affect a reasonable person under the same circumstances. Harassment in violation of this Policy depends on the totality of the circumstances, including the nature, frequency, and duration of the conduct in question, the location and context in which it occurs, and the status of the individuals involved. Harassing behaviors may include, but are not limited to, the following, when based on a person’s protected status:

The University Senate should charge its Equity, Diversity, and Inclusion (EDI) Committee with a comprehensive review of the Non-Discrimination Policy & Procedures ([Appendix 2](#)) to consider whether broader changes are needed.

### IX. Resources & Implementation

The Task Force recommends that the University provide the necessary resources for the development and implementation of all the elements of a successful comprehensive diversity and inclusion initiative. Specifically, resources will be required to develop programming activities, purchase and/or develop new online training, support expanded education and training, develop an overall communication plan and centralized website, and develop/conduct assessments of programming activities.

The Task Force recognizes that the scope of these activities is broad and will require time to fully implement. The Task Force recommends that ODI develop a phased implementation approach for aspects of the recommendations that require significant development, to allow the University the time needed to design and implement various components of the recommendations.

ODI should provide an annual report on the implementation of these recommendations to the University Senate and the President’s Cabinet. ODI should also track the progress of implementation on its website as a way of communicating to University faculty, staff, and students what actions are being taken to actively develop the institution’s efforts on diversity and inclusion.

In the spirit of continuous improvement, the University should consider innovative ways to engage faculty, staff, and students in the implementation of these recommendations and future development of diversity efforts on an annual basis. Specifically, the University should consider facilitating design thinking workshops through a partnership with the Academy for Innovation & Entrepreneurship and ODI as a way of engaging members of the campus community in generating new ideas for addressing specific problems or questions.

## Proposed New Policy from the Joint President/Senate Inclusion & Respect Task Force

### VI-1.00(F) UNIVERSITY OF MARYLAND POLICY ON THREATENING AND INTIMIDATING CONDUCT

#### I. Purpose

The University of Maryland promotes civility and respectful treatment among all members of its diverse campus community, and fosters the discovery and dissemination of knowledge through the free and open exchange of ideas. The University values and protects the intellectual and academic freedom, freedom of speech, and freedom of expression of all students, faculty, and staff. The University provides a welcoming and inclusive environment to enable all members of the University community to pursue their academic, personal, and professional goals. Threatening or intimidating conduct directed toward members of the University community that is motivated by their actual or perceived protected status interferes with these values and commitments, and is therefore prohibited.

#### II. Prohibited Conduct

The University prohibits threatening or intimidating acts motivated in whole or in part because of an individual or group's actual or perceived protected status, including the following:

- Threats: An expression of intent to commit an act or acts of physical violence to a particular individual or group of individuals or to cause damage to their property; or to engage in an act or acts which endangers the health and safety of another person.
- Intimidation: An act or acts that is intended to or that recklessly frightens or coerces and that places another person or persons in reasonable fear of imminent harm.

Protected status is defined in state and federal law as well as in the University of Maryland Non-Discrimination Policy and Procedures VI-1.00(B).

The *Code of Student Conduct* V-1.00(B) addresses prohibited conduct by students, including the conduct outlined above. The University of Maryland Faculty and Staff Workplace Violence Reporting and Risk Assessment Procedures VII-11.00(A) addresses conduct prohibited by this policy by faculty and staff.

#### III. Reporting

Any member of the University who witnesses or has information related to threatening or intimidating conduct should immediately report it to the University of Maryland Police Department (UMPD). This is especially important because the University's response is limited when it cannot identify those responsible. Reports should be made in good faith.

The Office of Diversity and Inclusion (ODI) or other University-designated units and cultural centers can assist faculty, staff, and students with reporting to UMPD.

- Emergencies and ongoing incidents that require an immediate response should be reported to UMPD at 301-405-3333
- Non-emergencies can be reported to UMPD at 301-405-3555.
- Reports made online at [go.umd.edu/reporthatbias](https://go.umd.edu/reporthatbias) will be responded to within 48 hours.



- Anonymous tips about reports and ongoing investigations can be submitted online at [http://www.umdp.umd.edu/contact/anonymous\\_tip.cfm](http://www.umdp.umd.edu/contact/anonymous_tip.cfm).

#### IV. Response to Reports

Reports made directly to UMPD will be taken as soon as they are received, and an investigation will begin immediately. UMPD will immediately notify relevant campus administrators including ODI to provide necessary information.

**A. Response from ODI.** ODI will coordinate relevant units to respond to the community(s) affected by the incident, develop an action plan, and provide support. ODI will serve as an immediate resource for students, faculty, and staff, regardless of whether UMPD's investigation indicates that an incident was motivated by protected status.

**B. Investigation by UMPD.** UMPD will conduct an investigation on all reports it receives. In determining whether a specific act or incident constitutes prohibited conduct, the totality of the circumstances will be considered, including whether the motivation for the conduct was based on actual or perceived protected status and the impact of the conduct on the perceived target.

Depending on the outcome of UMPD's investigation, reports will be classified according to Maryland State Police procedures. UMPD will also assess whether a hate crime has occurred, as defined under Maryland state law, and will take steps to initiate criminal charges if appropriate. UMPD will share its findings with ODI and all relevant University offices for consideration of appropriate administrative action.

#### V. University Administrative Review Procedures

After its investigation is completed, UMPD will make any necessary referrals to relevant University offices for administrative review and will share the facts of the case found through the investigation. University review of referrals from UMPD will be assessed through appropriate processes depending on whether the individual or group identified in the referral is a student, faculty, or staff member. The University's review should determine whether or not the individual or group is responsible for engaging in prohibited conduct.

**A. Students.** A student, a group of students, or a student organization identified by UMPD as potentially engaging in prohibited conduct will be referred to the Office of Student Conduct (OSC) for investigation and adjudication. University student disciplinary procedures and procedural rights established in the *Code of Student Conduct* will be followed.

**B. Faculty.** A faculty member or a group of faculty members identified by UMPD as potentially engaging in prohibited conduct will be referred to the Office of Faculty Affairs (OFA), in accordance with VII-11.00(A) University of Maryland Faculty and Staff Workplace Violence Reporting and Risk Assessment Procedures. If an incident is classified by UMPD as verified, OFA will relay the matter to the relevant administrator(s), who will initiate a review of the information from UMPD.

**C. Staff.** A staff member or a group of staff members identified by UMPD as potentially engaging in prohibited conduct will be referred to the Office of Staff Relations within University Human Resources (UHR) in accordance with VII-11.00(A) University of Maryland Faculty and Staff Workplace Violence Reporting and Risk Assessment Procedures. If an incident is classified by UMPD as verified, UHR will relay the matter to the relevant administrator(s), who will initiate a review of the information from UMPD.

## VI. Sanctions

If there is a finding of responsibility, sanctions, including discipline, may be imposed. Based on the severity of the prohibited conduct, various actions should be considered, ranging from educational and remedial actions to discipline up to and including dismissal from the University. The University shall endeavor to educate and support students, faculty, and staff in reaching their academic, personal, and professional goals while fostering a climate of accountability and responsibility for individual actions. The University's goals are to protect the campus community, deter future offenses, and promote individual accountability.

**A. Students.** Students, student groups, and student organizations found responsible for prohibited conduct will face disciplinary and/or educational sanctions as specified in the *Code of Student Conduct*.

**B. Faculty.** After a finding of responsibility, the relevant administrator(s) will initiate appropriate action. Depending on the circumstances of the case, educational opportunities may be considered. If warranted, disciplinary action may range from termination or suspension to reassignment of duties, in accordance with University policies and employment contracts. The relevant administrator(s) should consult with OFA as it determines any appropriate sanctions.

**C. Staff.** After a finding of responsibility, the relevant administrator(s) will initiate appropriate action. Depending on the circumstances of the case, educational opportunities may be considered. If warranted, disciplinary action or corrective measures may range from termination or suspension to workplace modifications, in accordance with University policies and employment contracts. The relevant administrator(s) should consult with UHR as it determines any appropriate sanctions.

## VII. Retaliation

Retaliation against any individual who makes a report in good faith or participates in an investigation in relation to threatening or intimidating conduct is strictly prohibited. Retaliation means an adverse action taken against an individual, where there is a clear causal link between the adverse action and their participation in this process. A report is not made in good faith if it is false or misleading; was made with the intention to harass; appears to be frivolous; or is otherwise an abuse of the reporting process. Individuals who are alleged to have engaged in retaliation may be subject to disciplinary action.

## VIII. Resources

All members of the University community have access to campus resources to address the effects of threatening or intimidating conduct, including:

**University of Maryland Police Department.** UMPD receives and assesses all reports of prohibited conduct motivated in whole or in part by actual or perceived protected status. UMPD investigates reports of such prohibited conduct by gathering details, collecting evidence, sharing information with law enforcement partners, and consulting with legal experts. UMPD will communicate with relevant administrative offices to facilitate the University's response and to make appropriate referrals to begin University disciplinary processes.

Emergency: 911 or (301)405-3333 (mobile phone: #3333)

Non-emergency: (301)405-3555

Website: [www.umpd.umd.edu](http://www.umpd.umd.edu)

**Office of Diversity & Inclusion.** ODI tracks hate-bias incident reports and coordinates the deployment of campus support services to individuals affected by hate-bias incidents. ODI also provides campus

programming in collaboration with other campus units to foster prevention efforts and facilitate responses to hate-bias incidents.

Phone: (301) 405-6810

Website: [www.diversity.umd.edu](http://www.diversity.umd.edu)

**University Counseling Center.** The Counseling Center provides comprehensive psychological and counseling services to students and others in the University community. The Center is staffed by counseling and clinical psychologists.

Phone: (301) 314-7651

Website: [www.counseling.umd.edu](http://www.counseling.umd.edu)

**University Health Center, Mental Health Service.** The Mental Health Service in the Health Center offers short-term psychotherapy, medication evaluations, crisis intervention, group psychotherapy, and more. The service is staffed by psychiatrists and licensed clinical social workers.

Phone: (301) 314-8106

Website: [www.health.umd.edu/mentalhealth/services](http://www.health.umd.edu/mentalhealth/services)

**Campus Chaplains.** Campus chaplains represent 14 faith communities, working to serve the spiritual needs of the community. Campus Chaplains will meet with any member of the campus community, regardless of faith background.

Website: [http://thestamp.umd.edu/memorial\\_chapel/chaplains](http://thestamp.umd.edu/memorial_chapel/chaplains)

**Faculty Staff Assistance Program (FSAP).** FSAP provides free and confidential support to all faculty and staff (and their family members) on a range of issues. Services include short-term counseling services provided through FSAP (generally used for 3 sessions, but can support up to 10 sessions of counseling). FSAP also provides referrals for long-term counseling needs.

Phone: (301) 314-8170 or (301) 314-8099

Website: <http://www.health.umd.edu/fsap>

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## APPENDICES

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Appendix 1 - Inclusion & Respect Task Force Charge

Appendix 2 - Revised Non-Discrimination Policy & Procedures

Appendix 3 - Peer Institution Overview

## Appendix 1 - Inclusion & Respect Task Force Charge



### University Senate CHARGE

|                           |                                                                                                                     |
|---------------------------|---------------------------------------------------------------------------------------------------------------------|
| <b>Date:</b>              | August 25, 2017                                                                                                     |
| <b>To:</b>                | Lucy Dalglish, Warren Kelley, Ja'Nya Banks<br>Co-Chairs, Joint President/Senate Inclusion & Respect Task Force      |
| <b>From:</b>              | Wallace D. Loh <i>Wallace D. Loh</i><br>President<br>Daniel Falvey <i>Daniel Falvey</i><br>Chair, University Senate |
| <b>Subject:</b>           | Inclusion and Respect at the University of Maryland                                                                 |
| <b>Senate Document #:</b> | 17-18-03                                                                                                            |
| <b>Deadline:</b>          | March 30, 2018                                                                                                      |

President Loh and the Senate Executive Committee (SEC) request that the Joint President/Senate Inclusion & Respect Task Force consider how best to nurture a climate that is respectful and inclusive of all members of our campus community, stands against hate, and reaffirms the values that define us a University.

Specifically, we ask that you:

1. Collect input from and engage the entire campus community, including faculty, staff, students, administrators, and alumni, as well as representatives of the surrounding community, on the current campus climate and on the difficult issues at the intersections of free speech, hate speech, and freedom of association.
2. Assess the climate on diversity and inclusion on the campus and how it is experienced by members of the campus community. Review existing data on campus climate and gather information from members of the campus community from a variety of backgrounds and experiences, including underrepresented minorities and members of the international and LGBTQ communities.
3. Consult with representatives of the Office of Diversity & Inclusion (ODI), the Office of Student Conduct, the University of Maryland Police Department (UMPD), the Office of Civil Rights and Sexual Misconduct (OCRSM), Office of Rights and Responsibilities in the Department of Resident Life, the Department of Fraternity and Sorority Life, the Department of Athletics, University Marketing and Communications, the Office of Undergraduate Studies, and other relevant units at the University.

4. Review the University of Maryland Non-Discrimination Policy and Procedures and other relevant University and University System of Maryland policies.
5. Review the University's procedures for reporting and resolving reports of hate, bias, racism, and discrimination.
6. Review information on the response to past reports of hate and bias incidents at the University from OCRSM, UMPD, ODI, and any other relevant University offices.
7. Review and assess current resources, programs, and outreach efforts to (1) educate the campus community, and (2) support those affected by racism and discrimination, and their overall effectiveness.
8. Review current cultural competency initiatives and trainings throughout the University and consider the effectiveness of these efforts in creating an inclusive campus environment.
9. Review research related to race/ethnicity, discrimination, and bias in higher education.
10. Review and assess best practices at our peer institutions.
11. Review higher education professional association guidance addressing hate speech and campus climate issues.
12. Consider how to evaluate the needs of underrepresented groups and develop strategies to assess the efficacy of efforts to address those needs and create a more inclusive environment.
13. Consider how best to differentiate between free speech and hate speech in University policies and procedures.
14. Consider how appropriate communication and public awareness efforts should be used to promote a more inclusive campus climate.
15. Develop strategies for fostering a campus environment that is intolerant of hate, bias, and racism, including any necessary educational or training initiatives for students, faculty, staff, and administrators. Consider how these strategies should be implemented and how they can be evaluated for effectiveness.
16. Develop a statement on the University's core values and consider how those values are instilled in students, faculty, and staff. If appropriate, consider how to enhance understanding of our core values and develop strategies to reinforce them over time.



17. Consult with the appropriate Senate committees on any proposed revisions to University policies and procedures.
18. Consult with the University's Office of General Counsel on any proposed recommendations.
19. If appropriate, make recommendations on revisions to University policies and procedures as well as on appropriate strategies for fostering an inclusive campus community.

We ask that you submit your report and recommendations to the Senate and the President's Offices no later than March 30, 2018. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.

## Appendix 2 - Revised Non-Discrimination Policy & Procedures

Proposed Revisions from the Joint President/Senate Inclusion & Respect Task Force  
New Text in Blue/Bold (**example**), Removed Text in Red/Strikeout (~~example~~)

### VI-1.00(B) UNIVERSITY OF MARYLAND NON-DISCRIMINATION POLICY AND PROCEDURES

(Approved on an Interim Basis October 1, 2015; Amended March 22, 2016;  
Amended and approved by the President May 6, 2016)

#### I. POLICY STATEMENT

The University of Maryland is committed to creating and maintaining an educational, working, and living environment that is free from discrimination and harassment. This Policy prohibits discrimination on grounds protected under Federal and Maryland law and Board of Regents policies. University programs, activities, and facilities are available to all without regard to race, color, sex<sup>1</sup>, gender identity or expression, sexual orientation, marital status, age, national origin, political affiliation, physical or mental disability<sup>2</sup>, religion, protected veteran status, genetic information, personal appearance, or any other legally protected class. Retaliation against any individual who files a complaint or participates in an investigation under this Policy is strictly prohibited. In furtherance of the University's commitment to equal opportunity, this Policy and associated procedures are established to address and remedy complaints of discrimination, harassment, and retaliation based on a protected class.

The **Office of Civil Rights & Sexual Misconduct (OCRSM)** shall receive all complaints of discrimination and harassment made pursuant to this Policy. Complaints may also be filed online [here](#).

#### **Office of Civil Rights & Sexual Misconduct (OCRSM)**

University of Maryland

4113 Susquehanna Hall

4200 Lehigh Road

College Park, MD 20742-5031

E-mail: [civilrights@umd.edu](mailto:civilrights@umd.edu)

Phone: 301-405-1142 | Fax: 301-405-2837

<http://www.umd.edu/ocrsm/> <http://www.ocrsm.umd.edu>

#### II. APPLICABILITY

This policy applies to members of the University community, including students, trainees, faculty, staff, and certain third parties (e.g., visitors, volunteers, applicants for admission or employment, vendors, and contractors) while on University property or while participating in University sponsored activities who either carry out discrimination or are subject to it.

This policy applies to discrimination, harassment, or retaliation:

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<sup>1</sup> Complaints based on sexual misconduct will be addressed under the University's Sexual Misconduct Policy & Procedures VI-1.60(A) as appropriate. Complaints of discrimination based on sex or gender that do not involve

<sup>2</sup> The University's policy and procedures for requesting disability accommodations may be found in the VI-1.00(D) University of Maryland Disability & Accessibility Policy and Procedures. Complaints of discrimination on the basis of disability may be made under this Non-Discrimination Policy.

- on University premises, in any University facility, or on University property; **and/or**
- at any University sponsored, recognized, or approved program, visit, or activity, regardless of location; **and**
- that impedes equal access to any University education program or activity or that adversely impacts the education or employment of a member of the University community regardless of where the conduct occurred.~~;~~~~or~~
- ~~▪ that otherwise threatens the health or safety of a member of the University community.~~

### III. DEFINITIONS

“**Discrimination**” is unequal treatment based on a legally protected status that is sufficiently serious to unreasonably interfere with or limit an individual’s opportunity to participate in or benefit from a University program or activity, or that otherwise adversely affects a term or condition of the individual’s employment or education.

“**Harassment**” is a form of discrimination (as defined above) that encompasses unwelcome conduct based on a person’s protected status. Harassment is **severe or pervasive** conduct that negatively affects the particular individual and also would negatively affect a reasonable person under the same circumstances. Harassment in violation of this Policy depends on the totality of the circumstances, including the nature, frequency, and duration of the conduct in question, the location and context in which it occurs, and the status of the individuals involved. Harassing behaviors may include, but are not limited to, the following, when based on a person’s protected status:

- conduct, whether verbal, physical, written, graphic, or electronic that threatens, intimidates, offends, belittles, denigrates, or shows an aversion toward an individual or group;
- epithets, slurs, or negative stereotyping, jokes, or nicknames;
- written, printed, or graphic material that contains offensive, denigrating, or demeaning comments, or pictures; and
- the display of offensive, denigrating, or demeaning objects, e-mails, text messages, or cell phone pictures.

“**Personal appearance**” means the outward appearance of any person irrespective of sex with regard to hairstyle, beards, or manner of dress. It shall not relate, however, to the requirement of cleanliness, uniforms, or prescribed attire when uniformly applied for admittance to a public accommodation or a class of employees for a customary or reasonable business-related purpose.

“**Retaliation**” refers to action that is taken against an individual because they reported discrimination, filed a complaint of discrimination, or participated in an investigation or proceeding concerning a discrimination complaint.

### IV. COMPLAINT PROCEDURES

Generally, a complaint filed under another University policy or Maryland statute cannot also be addressed under this Policy. Students, staff, and faculty must choose between the different complaint processes available to them.

## **A. Reporting**

Individuals who experience violations of this Policy are encouraged to promptly file a complaint with the OCRSM or bring it directly to the attention of their supervisor.

Supervisors, faculty, and University administrators who receive or become aware of a complaint of conduct in violation of this Policy are encouraged to report it to the OCRSM. This does not apply to confidential resources on campus, such as the University Counseling Center, Health Center, Mental Health Services, and University Chaplains.

## **B. Timeliness**

Complaints must be made within ninety (90) business days of the incident(s). The OCRSM may waive the time limit upon a showing of good cause.

## **C. Initial Assessment**

Written complaints are encouraged, but not required. If a verbal complaint is made, the OCRSM will prepare a written statement of the allegations and the Complainant will be required to acknowledge its accuracy in writing. The OCRSM will acknowledge receipt of the complaint by sending a notification letter or contacting the Complainant directly within five (5) business days of receipt. The OCRSM will then conduct an initial assessment of the complaint to determine whether the complaint should be investigated, and will consider the Complainant's request that the complaint be investigated or not investigated. The OCRSM will then notify the complainant whether:

- the complaint is appropriately filed with the OCRSM and the OCRSM has jurisdiction over the alleged conduct and the Respondent;
- the complaint has previously been filed under another University policy or Maryland statute;
- the complaint is suitable for alternative resolution; and
- the allegations, if true, would constitute a Policy violation.

If it is determined that the complaint is not appropriately filed with the OCRSM, the Complainant will be informed of the reason.

## **D. Alternative Resolution Process**

When determined appropriate by the OCRSM, the Complainant may elect to resolve a complaint through Alternative Resolution. The purpose of Alternative Resolution is to resolve the complaint by conference and conciliation. The OCRSM will notify and advise supervisors and other administrators, as appropriate, of the complaint and efforts by the parties to proceed with Alternative Resolution. The OCRSM shall document efforts to resolve the complaint and whether or not those efforts were successful. When Alternative Resolution is successful, the OCRSM shall summarize the resolution in writing, have it signed by the parties, and provide signed copies to the respective parties and supervisors and administrators, as appropriate. The OCRSM will also monitor implementation of the resolution agreement and/or close the case. When Alternative Resolution does not succeed within forty-five (45) business days of the date the complaint is filed, the OCRSM will cease that process and begin the investigation process.

## **E. Investigation**

When the Initial Assessment or a failure of the Alternative Resolution process results in a determination that the OCRSM will investigate the complaint, the OCRSM shall advise the Complainant and Respondent of their rights under this Policy, including the following:

- both parties have a right to an impartial investigation;
- both parties have a right to produce relevant documents, witnesses, and other material they would like the investigation to include; and
- both parties may have an advisor of their choice present to provide advice during the investigative interview; however, the advisor may not speak or act on behalf of the party.

The OCRSM will assign an investigator<sup>3</sup> who will conduct an adequate, reliable, and impartial investigation of the complaint. The investigator will interview the Complainant and the Respondent and any other available relevant witnesses, and review available relevant documents.

### **1. Standard of Review**

In making the determination of whether a Policy violation has occurred, the standard of review is “preponderance of the evidence,” which means it is more likely than not that a Policy violation occurred.

### **2. Expectation of Cooperation**

Absent good cause, all parties and identified witnesses shall cooperate during the investigation by being available during reasonable business hours to discuss the

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<sup>3</sup> An investigator in the OCRSM, for purposes of state employment regulations, is also considered to be the Fair Practices Officer.

complaint and by making available any relevant information requested by the investigator.

### **3. Investigation Timeline**

The OCRSM seeks to complete an investigation within sixty (60) business days and may extend the time frames set forth in this Policy for good cause. Exceptions to this timeframe may vary depending on the complexity of the investigation, access to relevant parties, and the severity and extent of the alleged discrimination.

### **4. False Information**

Anyone who knowingly files a false complaint under this Policy or who knowingly provides false information to the OCRSM during an investigation will be subject to appropriate disciplinary action.

### **5. Written Investigation Report and Findings**

The OCRSM shall complete a written report of its investigation, including a summary of the allegations, evidence reviewed and witness statements, findings of material fact and an analysis of those facts, and a conclusion stating whether the Policy was violated, based on the preponderance of evidence standard. The OCRSM then will issue a *Notice of Findings* and/or provide a copy of the investigation report to the parties and to the appropriate supervisors or department/unit heads, or the Office of Student Conduct, depending on the status of the parties. Copies of the investigation report may be redacted to comply with applicable law.

## **V. APPEAL**

The Complainant and/or Respondent may appeal the investigation finding within five (5) business days of the date of receipt of the *Notice of Findings* by submitting to the OCRSM at [civilrights@umd.edu](mailto:civilrights@umd.edu) a written statement of their intent to appeal and the stated grounds. The scope of the appeal is limited to the grounds set forth below. Mere dissatisfaction with the finding is not a valid basis for appeal. If an appeal is received by the OCRSM, the other party will be notified and given five (5) business days from the date of receipt of that notice to respond by submitting a written statement to the OCRSM at [civilrights@umd.edu](mailto:civilrights@umd.edu). All appeals and responses shall include the case name, number, and the party's name and contact information. Appeals filed by more than one party will be considered together in one appeal review process. All appeal documents submitted by a party will be shared with the other party.

If neither party submits an appeal, the decision will be considered final five (5) business days after the last date either party received the *Notice of Findings*. Appeals submitted after five (5) business days shall be denied, except upon a showing of good cause.

### **A. Grounds for Appeal**

Either party may appeal the Finding only on the following grounds:

### **1. Substantial Procedural Error**

Procedural errors or errors in interpretation of University policy were so substantial as to effectively deny a Complainant or Respondent notice or a fair opportunity to be heard.

### **2. New Evidence**

New relevant, material evidence that a reasonably diligent person could not have discovered prior to the issuance of the *Notice of Findings* has become available.

## **B. Review**

The appealing party has the burden of proof, and the standard of proof is preponderance of the evidence. Appeals are not intended to allow for a review of the entire investigation, with the exception of new evidence, as referenced above. The appellate review will be based on the written record; parties are not entitled to a hearing or meeting with the reviewing administrator or designee.

Appeals will be reviewed in accordance with the Respondent's status as listed below:

- appeals involving a Staff Respondent shall be reviewed by the Vice President for Administration & Finance or designee;
- appeals involving a Faculty Respondent shall be reviewed by the Senior Vice President and Provost or designee;
- appeals involving a Student Respondent shall be reviewed by the Vice President for Student Affairs or designee;
- appeals that do not directly involve a faculty, staff, or student Respondent shall be reviewed by the Vice President for Administration & Finance or designee.

## **C. Outcome**

Upon receipt of the appeal and response, the OCRSM will forward them to the respective Vice President's Office. Within five (5) business days, the Vice President will issue a written determination stating whether the Appeal was granted or denied, including a summary of its rationale (the "Appeal Outcome"). The Appeal Outcome shall either:

- affirm the Finding,
- overturn and Reverse Finding, or
- send the Case Back to the Special Investigator with specific directions to reconsider the Finding.

The decision of the Vice President or designee as set forth in the Appeal Outcome shall be final. The Vice President shall forward a copy of the Appeal Outcome to the OCRSM via email to [civilrights@umd.edu](mailto:civilrights@umd.edu). The OCRSM will forward a copy of the Appeal Outcome to the parties and respective supervisor/unit head/department chair or dean/Director of Student Conduct as soon as possible.

## VI. RECOMMENDATIONS FOR CORRECTIVE ACTION

The OCRSM may provide the appropriate Vice President, supervisor, and department chair dean with a *Recommendation for Corrective Action*. The final decision for determining and implementing any necessary corrective action shall remain the responsibility of the appropriate Vice President or designee. The Vice President or designee will notify the OCRSM within ten (10) business days of any corrective action that has been implemented.

The OCRSM is responsible for monitoring efforts to ensure that any ongoing violations of the Policy cease. In the event corrective action requires specific anti-discrimination training not readily available to the parties, the OCRSM will work with the supervisor and/or department/unit head to ensure training occurs as soon as feasible.

## VII. DISCIPLINARY ACTION

### A. Students

With respect to Student Respondents, the Director of the Office of Student Conduct (OSC) in accordance with the provisions of the Code of Student Conduct is responsible for imposing disciplinary action.

1. Discipline that impacts a student's status with the University includes: expulsion, suspension for a definite or indefinite period, and disciplinary probation for a definite or indefinite period. Expulsion, suspension, and disciplinary probation will be noted on a student's transcript. Disciplinary suspensions and expulsions are subject to the approval of the Vice President for Student Affairs.
2. Discipline that does not impact a student's status with the University includes but is not limited to: educational requirements, "no contact" orders, housing restrictions, community service, and disciplinary reprimand. Failure to comply with any of the sanctions listed above may result in further disciplinary action that could impact a student's disciplinary status with the University.

The OCRSM may provide other remedies, in consultation with the OSC, as appropriate. These remedies will identify reasonable long-term or permanent remedies to address the effects of the conduct on the Complainant, restore the Complainant's safety and well-being and maximize the Complainant's educational and employment opportunities. Remedies may also be identified to address the effects of the conduct on the University community.

Students may appeal discipline imposed as a result of a violation of this Policy in accordance with the Code of Student Conduct.



## **B. Staff**

With respect to Staff Respondents, any disciplinary action or corrective measures will be imposed by the appropriate supervisor and unit head, in consultation with the Assistant Vice President for Human Resources, the Director of the OCRSM, and other relevant administrators, as needed. This may include the following:

- unit transfers;
- reassignment of duties;
- mandatory training;
- verbal reminders;
- written reminders/letters of reprimand;
- suspension without Pay;
- suspension pending charges of removal; and
- termination.

Staff may grieve discipline imposed as a result of a violation of this Policy in accordance with their respective grievance rights.

## **C. Faculty**

With respect to Faculty Respondents, disciplinary action or corrective measures will be imposed by the appropriate supervisor and unit head, in consultation with the Office of the Senior Vice President and Provost, the Director of the OCRSM, and other relevant administrators, as needed. This may include the following:

- reassignment of duties;
- mandatory training;
- verbal reminders;
- written reminders/letters of reprimand;
- suspension with or without pay; and
- termination.

Faculty may grieve discipline imposed as a result of a violation of this Policy in accordance with their respective grievance rights.

## **D. Records Retention**

The OCRSM will maintain the records relating to the investigation. The respective unit responsible for issuing any discipline will maintain any disciplinary records in accordance with the University's records retention schedule. The respective unit shall also provide a copy of the disciplinary records to the OCRSM.

## VIII. EXTERNAL GOVERNMENT AGENCIES THAT ADDRESS DISCRIMINATION COMPLAINTS

Filing an employment discrimination complaint under this Policy or an alternative campus procedure does not preclude an employee from filing a complaint with the Maryland Commission on Civil Rights, the Equal Employment Opportunity Commission, or the Office for Civil Rights of the U.S. Department of Education.

Complainants who wish to file discrimination complaints that are not connected with the official functions of the University or not falling within the scope of this Policy, will be referred to appropriate University, County, State, or Federal agencies by the OCRSM.

### **Office for Civil Rights U.S. Department of Education**

Philadelphia Office (Regional Office for Maryland)  
The Wanamaker Building  
100 Penn Square East, Suite 515  
Philadelphia, PA 19107-3323  
Phone: 215-656-8541  
FAX: 215-656-8605  
TDD: 800-877-8339  
Email: [OCR.Philadelphia@ed.gov](mailto:OCR.Philadelphia@ed.gov)  
Website: <http://www2.ed.gov/about/offices/list/ocr/index.html>

### **Maryland Commission on Civil Rights**

Phone: 410-767-8600  
Website: <http://mccr.maryland.gov/>

### **Equal Employment Opportunity Commission**

Phone: 800-669-4000  
TTY: 800-669-6820  
Website: <https://egov.eeoc.gov/eas/>

It is important to note that in order to protect certain legal rights and remedies, Complainants must comply with certain time limits and deadlines. Affected persons should contact the relevant agencies listed above to verify time limits for filing. Failure to meet required deadlines may result in a loss of rights to seek a legal remedy.

### Replacement for:

*Policy VI-1.00(B) University of Maryland Code on Equity, Diversity, and Inclusion*

## Appendix 3 - Peer Institution Overview

The Task Force reviewed Big 10 and other peer institution data and best practices on diversity-related initiatives on prevention & education, campus climate, hate/bias response, and free/hate speech. An overview of the Task Force's findings and highlights from several institutions are provided below and should be considered while developing the University's comprehensive diversity and inclusion initiative.

### Prevention & Education

Through its review, the Task Force identified best practices related to diversity and inclusion. Much of the focus of diversity-related programming is on initiatives for students. Several institutions focus programming on incoming and transfer students through a blend of required and optional activities that can be offered through online modules or in-person workshops. Some institutions provide training for faculty on difficult dialogues in the classroom. Institutions varied in the types of content areas provided in programming, such as implicit bias and bystander intervention. Some institutions also provided badging/certificate programs that recognize core competencies and skills. Peers also provided cultural competency education through a variety of co-curricular activities or through specific courses. There were also some institutions that provided a comprehensive diversity website that includes resources, upcoming events, resources on communities and affinity groups, programs, trainings, awards & scholarships, etc. Programming examples from peer institutions are highlighted below.

#### Programming for Incoming & Transfer Students

- Michigan State University requires that all incoming undergraduates and transfer students complete a 30-45 minute online "[Diversity & Inclusion@MSU eLearning](#)" program, which gives a general overview of diversity and inclusion at MSU, an introduction to basic terms and concepts, and a sense of how students can engage with each other more deeply at MSU.
- The University of Illinois at Urbana Champaign requires all first year students to attend [IConnect](#), an innovative workshop that explores some of the foundational skills needed to collaborate, learn, and work in diverse environments during a student's years at Illinois and beyond.
- The University of Illinois at Urbana Champaign requires first-year students to take [DiversityEDU30](#), an online training module used to provide a common understanding of diversity terminology, introduce diversity concepts students will face during their time at the University of Illinois, and challenge students to embrace the opportunity to engage with difference as part of their Illinois experience.
- The University of Iowa provides students with an opportunity to attend a [45-minute welcome and information session](#) presented by the Center for Diversity and Enrichment during Orientation. This session is required for Advantage Iowa Scholars (historically underrepresented minorities) and students receiving military benefits.

#### Workshops on Difficult Dialogues in the Classroom

- Michigan State University offers resources for [Difficult Dialogues in the Classroom](#).
- The University of Minnesota offers workshops and trainings, which includes a session on [Teaching with Intention: Facilitating Challenging Conversations in the Classroom](#).

### Implicit Bias Programs

- Michigan State University offers an [Understanding Implicit Bias Certification Program](#), a series of three courses that will allow participants to experience thoroughly examined implicit bias and begin the work of interrupting their own biases as well as those embedded within systems at MSU.

### Bystander Intervention Programs

- Northwestern University offers [bystander intervention training](#) to students, faculty, and staff. Step Up is a bystander intervention training program that aims to create a more engaged Northwestern community by providing students, faculty, and staff with the basic tools to safely and effectively intervene in situations where someone might be in danger. Step Up includes a topic on discrimination.

### Cultural Competency Education

- Northwestern University offers a variety of dialogue programs, leadership programs, and other training opportunities to include [Cultural Competency Education](#).
- The University of Wisconsin offers a course to students called Student [SEED](#), a non-traditional, grass-roots developed social justice course which uses “the textbook of students lives” as the main teaching tool. Students explore and share their own individual experiences with race, class, gender, sexual orientation, religion, and ability in order to learn about and understand the large systems of privilege and oppression. The course facilitators strive to create a safe and respectful environment for students to reflect on and share their own experiences, learn from their peers’ experiences and build community while engaging in deep critical thinking around issues that are pervasive in our society and daily lives.

### Badging/Certification Programs

- The University of Iowa has created a badging type of system called [Building University of Iowa Leadership for Diversity \(BUILD\)](#). The BUILD initiative is an opportunity for UI faculty and staff to gain strategic knowledge and skills to contribute to a welcoming and inclusive environment for all. By completing a series of workshops, participants will earn a certificate demonstrating their commitment as leaders for diversity, equity, and inclusion in the workplace and classroom.
- Purdue University offers a badging program that is called [DiversiKey](#). The DiversiKey Certificate Program is a competencies-based program of curricular, co-curricular, and field experiences in diversity and leadership. Core competencies, skills, and cognition areas are organized into three clusters, *personal growth*, *interpersonal development*, and *community involvement*. The use of these competency clusters offers skills based progression to guide development and assess achievement.
- The University of Minnesota offers an [Equity and Diversity Certificate](#) program that helps participants develop the tools necessary for advancing equity and diversity in all aspects of their personal and professional lives. It’s free of charge and open to students, faculty, staff, and alumni on all campuses of the University of Minnesota.

### Comprehensive Diversity Website

- “[Diversity at Iowa](#)” is an example of a comprehensive website that includes resources, upcoming events, communities and affinity groups, programs, trainings, awards & scholarships, etc.

## **Campus Climate**

### Climate Surveys

Nearly all peer institutions reviewed engage in efforts to survey the campus climate for diversity and inclusion purposes, or are beginning to develop such efforts. Campus climate is typically measured on an annual or biennial basis through the online distribution of surveys to the entire campus community. Half of the institutions use surveys that they developed, while a couple institutions use outside vendors to develop or provide survey instruments. Some institutions utilize the SERU survey, which is a survey focused on academic and civic engagement that originated at University of California-Berkeley and has been made available to institutions in the Association of American Universities (AAU).

In most cases, the results of the survey are analyzed by the office responsible for institutional diversity initiatives and/or the Office of the Provost, and results are used to create new initiatives. Some institutions share the results with the campus community, and a few have made results public. As most institutions are still in the beginning stages of surveying campus climate, most are still developing their plans for how to utilize the information collected.

### Principles & Values

A few peer institutions have engaged in efforts to clearly articulate the principles and values that define the University and its community. Institutions with statements of core values include Penn State University, The Ohio State University, University of Illinois at Urbana-Champaign, and Michigan State University. Of these institutions, Penn State has gone the furthest in developing tools and strategies for continually articulating and emphasizing the values of its community. Each value identified in the statement has an associated video that helps explain what that value means to Penn State. Penn State has developed tools such as tips for including values statements in syllabi, conversation starters focused on the values, and media materials such as posters that are available to faculty and staff. All materials related to Penn State's values can be found online at <https://universityethics.psu.edu/penn-state-values>.

## **Hate/Bias Response**

### Reporting an Incident

All institutions surveyed are committed to creating a safe, equitable, and inclusive environment for students, staff, and faculty, one that is free from discrimination, harassment, and retaliation. Every institution has a slightly different approach to reporting, investigating, and resolving conflicts of hate and bias. Most universities have units or teams dedicated to handle incidents of hate and bias, such as the Campus Inclusion Team (University of Iowa), Inclusion and Anti-Bias Unit (MSU), and Bias Response and Referral Network (University of Minnesota). In general, every institution relies on its analogs to the Office of Diversity and Inclusion, Human Resources, Office of the Dean of Students, and the Police Department to partner with other necessary units to respond to hate/bias incidents.

To report hate/bias incidents, faculty and staff are generally asked to contact Human Resources or resolve their conflicts internally with their supervisors. Students are typically encouraged to report either directly or indirectly to the Office of the Dean of Students, the Office of the Provost, or another academic or student-focused unit.

Reporting an incident may be done via email, phone call, online, or face to face. Almost all universities prefer online reporting. One peer institution prefers reporting via email or phone call in order to respond promptly.

Institutions vary on whether they accept anonymous reports. Some do not accept anonymous incident reports, while other institutions may accept the report and proceed with an investigation as long as sufficient information is provided. Many institutions encourage reporting an incident even if the victim does not wish to move forward with a formal investigation, in order to allow the institution to be aware of the situation, and to take steps to ensure the safety of the victim and others in the community. Reporting also allows the institution to keep accurate records of the number of incidents, assess incident reports to identify patterns, and alert the campus community of potential danger when incidents or patterns are ongoing.

### Initial Response to a Report

Upon receiving the incident report, those impacted by or perceived to be targets of the incident are typically contacted within 48 hours. Based upon the severity of the incident, almost all institutions take steps to provide support to those affected as necessary. Support measures may include, but are not limited to: referrals for medical attention or psychological support, connecting the individual with other impacted community members, academic or workplace accommodations (extension for an exam or assignment, excused time off from class or work), transportation assistance, housing accommodations, or providing appropriate support through University Police if there is a continuing threat.

### Policy Structure and Adjudication Procedures

All of the institutions surveyed prohibit discrimination, harassment, and threats in some way, many through non-discrimination or equal opportunity policies. Some institutions provide definitions of hate/bias incidents online and in informal guidance, but none provide such definitions in policy documents.

- “The related conduct that is classified as a bias incident is defined as an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor (regardless of whether the act is criminal). A hate crime is a bias incident that has risen to the level of a crime. ...All hate crimes are bias incidents, but not all bias incidents are hate crimes.” (See p. 9-10: <http://www.northwestern.edu/up/docs/NorthwesternUniversityCampusViolencePreventionPlan.pdf>)
- “An event that has the effect of demeaning or degrading an individual or a group and is motivated in whole or in part by the perpetrator’s bias against a particular group. Experiencing prejudice, stigma, or discriminatory attitudes and/or behavior.” (See: <https://bias.unl.edu/bias-faqs-terminology>)

In cases where hate/bias incidents violate University policies on discrimination, harassment, and threats and a perpetrator is able to be identified, the institution will pursue action. For these types of conduct, half of our peer institutions have a single policy that applies to all members of the university community (students, faculty, and staff); the other half of our peers have separate policies for separate constituencies.

Seven institutions have policies that allow for adjudication of complaints regarding discrimination, harassment, or threats by a committee. At most institutions where adjudication by committee is not the norm, it is possible to adjudicate by committee in certain cases (such as for students but not for faculty, or for especially complex cases). At institutions where cases are not adjudicated by committee, the responsible unit is often the Office of Student Affairs (if the respondent is a student) or the unit through which the respondent is employed (if faculty or staff).

After adjudication, the responsible unit typically enacts the sanctions, if any. Sanctions for students typically range from required diversity training, loss of privileges (such as library access or on-campus housing), do-not-contact orders, suspension, and separation from the institution. Possible sanctions for faculty and staff can range from a letter of reprimand, recommended counseling, suspension or leave of absence without pay, reassignment of teaching or other responsibilities, probation, demotion, or termination.

#### University Response to Non-Conduct Incidents

Hate/bias incidents are often disruptive, but they may not always be in violation of University policy or the law. In many cases, hate/bias incidents that will not result in discipline still warrant a response from the University, in terms of opportunities for discussion or education on how the incident affected members of the University community. Possible options for resolution may include one of the following actions, as suggested by Rutgers University:

- Initiating contact with any group(s) affected by the hate/bias incident (e.g., a residence hall, a student organization, recreation center, class, etc.)
- Ensuring that any offending material, such as graffiti or defaced posters, have been removed. Note: materials should be removed only after police have been contacted and have come to the scene to take a report.
- Making contact with persons identified or persons suspected of committing the hate/bias incident to talk about the incident and the impact on the community.
- Recommendation of an educational program or initiative to alleviate the impact on the community from the hate/bias incident.

#### Communicating with Students, Faculty, and Staff Regarding Hate/Bias Incidents

In the immediate aftermath of a hate/bias incident, or during ongoing incidents, institutions will typically alert the campus community of any serious or continuing threats on or near campus, to provide the community with enough time and information to take safety precautions.

In the aftermath of hate/bias incidents, very few universities provide information about hate and bias incidents openly unless there is a continuing threat. At some institutions, the only acknowledgement of statistics related to hate/bias incidents appear in the Annual Security Report required by the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (Clery Act).

Some institutions do prepare detailed reports and provide data on hate/bias incidents and hate crimes to their campus community on an annual or more frequent basis.

- The University of Illinois at Urbana-Champaign bias assessment website <http://bart.illinois.edu/> aggregates information about the institution's policies and procedures, as well as reporting information. Illinois's approach is comprehensive, in that it provides a form for reporting bias incidents and two types of reports - an annual report with description of hate/bias incidents and associated follow-up, and a statistical breakdown of incidents.
- The University of Wisconsin also has a comprehensive bias reporting website at <https://doso.students.wisc.edu/services/bias-reporting-process/>. The website includes an online incident report form, resources for those affected by hate/bias incidents, data on current incidents, and data on incidents from past semesters. Incident data includes information on the type of incident, the targeted identity, and the action taken.
- The Ohio State University includes records of bias reports received by the Bias Assessment and Response Team on its website and provides summary reports from each academic year. <https://studentlife.osu.edu/bias/policies-and-reports.aspx>
- The University of Michigan provides information about hate crimes and bias-related incidents at <https://deanofstudents.umich.edu/bias-incident-report-log>

- The University of Iowa collects data on the types of concerns that are raised in each incident reported on campus and shares this information with the campus community (<https://dos.uiowa.edu/assistance/annual-reports/>).
- Rutgers University, Penn State University collect information for each incident and the final report is preserved in a private online database.

## Free/Hate Speech

### Policies Related to Free and Hate Speech

None of the institutions surveyed specifically ban hate speech, although some institutions have created restrictions on speech based on the time, place, and manner of the speech.

- Many institutions designate specific areas on campus where free speech, demonstrations, may be held, either spontaneously or with prior approval. Some have separate regulations or processes for members of the campus community and those from outside groups who wish to speak or demonstrate on campus.
- Many institutions include language in policies or guidelines that indicates that those exercising their free speech rights are not to violate established University policies and procedures or interfere with campus operations.
- Most institutions make a distinction between free expression or free speech and conduct that is actionable in some way. For instance, while free speech rights are protected, they do not protect an individual's right to threaten another individual in a way that suggests they may be subject to imminent harm.

Nearly all institutions have policies or executive-level statements on protecting freedom of expression; academic freedom is often linked to freedom of expression in these policies and statements.

- Purdue University's Statement of Commitment to Freedom of Expression includes the following: "The University's fundamental commitment is to the principle that debate or deliberation may not be suppressed because the ideas put forth are thought by some or even by most members of the University community to be offensive, unwise, immoral, or wrong-headed... It is for the individual members of the University community, not for the University as an institution, to make those judgments for themselves, and to act on those judgments not by seeking to suppress speech, but by openly and vigorously contesting the ideas that they oppose. Indeed, fostering the ability of members of the University community to engage in such debate and deliberation in an effective and responsible manner is an essential part of the University's educational mission." (see: <http://www.purdue.edu/purdue/about/free-speech.html>)
- Michigan State University's President's Statement on Free Speech Rights and Responsibilities states the following: "The basic purposes of the University are the advancement, dissemination, and application of knowledge. The most basic condition for the achievement of these purposes is freedom of expression and communication. Without this freedom, effective sifting and testing of ideas cease, and research, teaching, and learning are stifled...The robust exchange of ideas and perspectives can be indicative of a healthy intellectual environment. However, actions which directly or indirectly inhibit the freedoms and rights enjoyed by others are anathema to maintenance of a collegial environment." (see: <https://cabs.msu.edu/news/key-issues/issue-docs/free-speech.html>)

### Policies on Demonstrations/Protests and Use of Campus Facilities

All institutions have policies and procedures that guide the use of facilities and spaces on campus for assembly, discussion, or protest:



- Ten have restrictions on who may reserve indoor or outdoor space; these restrictions range from pre-approval to gaining sponsorship from a campus club/organization.
- Nine institutions restrict the ability of outside groups to initiate or host protests/demonstrations on campus. The restrictions range from going through pre-approval processes for the event to finding an on-campus sponsor and providing proof of insurance.
- Eleven of the institutions have a content-neutral policy; they do not specify restrictions for the content of protests, demonstrations, or outdoor activities. When restrictions are specified, as in the case of Indiana University, they are generally related to providing equal opportunities for political candidates running for office to hold campaign events on campus.
- Eight institutions have designated outdoor areas for free assembly by University or non-University groups.

In addition, nearly all of our peer institutions provide guidance on protest activities that prevent normal operations from taking place. Five of these institutions provide guidance on counter-protests or appropriate/inappropriate ways to protest controversial speakers. Four institutions provide guidance on University police support for student groups who wish to protest; two do not specify this in policy; and seven do not have any guidance on University police support for student groups who wish to protest.

#### Policies on Leaflets and Posters

Nearly all of our peer institutions require pre-approval of materials for hanging posters on campus; nine of them provide content-neutral rules and four do not.

When leaflets and other materials are distributed on campus, four universities require prior approval, two do not require prior-approval, and seven institutions do not specify any guidelines.

#### Policies on Chalking

Nearly all institutions have policies/procedures on chalking or otherwise writing messages on campus surfaces. Seven institutions do not have a procedure for removing messages based on content; three did not indicate whether they do or do not have such a procedure. Three institutions have a procedure for removing messages based on content. Aside from regular chalking, some institutions specifically state that waterproof and spray chalk are prohibited.

The extent to which these policies regulate chalking and writing messages on campus surfaces range from complete prohibition to allowing chalking on specific areas.

**UNIVERSITY OF MARYLAND  
CENTER FOR ENVIRONMENTAL SCIENCE**



## University of Maryland Center for Environmental Science

### Cultural Diversity Programs and Planning 2020

#### 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 2020 UMCES completed 25 hiring searches with 5 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. In FY 2020 UMCES formed the Diversity, Equity and Inclusion Collaborative (DEIC) which includes faculty, staff and students dedicated to focusing on improvements in our policies and practices around recruiting and retaining a more diverse campus community and recommending initiatives to promote cultural awareness and inclusion.

#### ***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 FY 2020 for fellowship funding to attract and retain students in the program with a focus on increasing underrepresented

minority student enrollments. The proposal was successfully included in the USM enhancement funding at a level of \$500K in the FY 2021 budget.

*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 2020 over \$1M is currently funding student research, stipends, and tuition. This is a \$500K increase over last year.

**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 complete. Results and data analysis are expected to be finalized by August 2020.

*Engage Student Organizations in Diversity and Inclusion Planning*

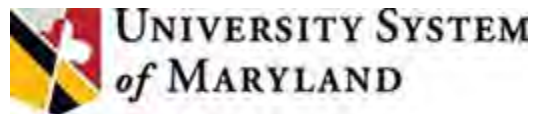
The UMCES Graduate Student Council shared their Diversity and Inclusion Plan with UMCES Executive Council leadership in May 2017. The UMCES Plan was shared with the Student Council in October 2018 and two Student representative are appointed to the UMCES Administrative Council for ongoing discussions, 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 and to improve STEM education and research opportunities for students in minority communities. UMCES-IMET received \$80K in private donor funds to support undergraduate student summer internships in STEM research related experiences and mentoring. UMCES-CBL continues its alliance to provide educational, fellowship and research opportunities in partner with a university in Puerto Rico. NSF provided over \$980K in funding for this program in FY 20 and the full award amount is expected to exceed \$2M over five years.

**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.



2020

## INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT TEMPLATE

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Institution: UMCES Date Submitted: 7/31/2020

Point(s) of Contact (names and email addresses): Lynn Rehn [lrehn@umces.edu](mailto:lrehn@umces.edu) Lisa Ross [lross@umces.edu](mailto:lross@umces.edu)

### Purpose of Report:

The Institutional Programs of Cultural Diversity Annual Progress Report is mandated by §11-406 of the Education Article, which 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.

### Guidelines:

- Institutions' submissions should consist of five (5) sections and be between 10 and 12 pages. There is also a required appendix, which does not count toward the 12-page maximum. Please adhere to the page recommendations noted after each section description.
- USM will generate the desired demographic data; institutions are not responsible for providing that information.
- This template mirrors the February 12, 2020 memo from MHEC that may have reached some of your institutions. We have clearance from MHEC to use this template as long as all sections are included. Although much of this template is identical to last year's template, MHEC has introduced a new section and some revised language, so please read carefully.
- Submit your report to Zakiya Lee ([zlee@usmd.edu](mailto:zlee@usmd.edu)) by **Friday, July 31, 2020**. Institutions' reports will be presented to the Committee on Education Policy and Student Life at its May 5<sup>th</sup> meeting. Upon approval by the full Board of Regents, USM will submit one USM-wide Cultural Diversity Report (which will include institutional submissions) to MHEC. You do not have to independently submit your institution's report to MHEC.

**Section 1: Summary Statement**

Provide a summary of your institution's plan to improve cultural diversity. Include major goals, 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. (2-3 pages) **See attached.**

**Section 2: Goal 1**

Use the table to provide a description of efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty. Bulleted, succinct descriptions of major campus-wide and program-specific initiatives and strategies designed to recruit and retain traditionally underrepresented students, staff, and faculty are ideal. Additional narrative is not necessary. (3-4 pages)

| <b>Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.</b>                                                                                                                                                                                                    |                                                                                                                                                                  |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. HBCUs must provide information on efforts designed to diversify campus by attracting students, administrative staff, and faculty who do not identify as African American.                                | Metrics to measure how progress of each initiative/strategy is being evaluated                                                                                   | Data to demonstrate where progress has been achieved / indicators of success                                                                                                                                                                                                             | Areas where continuous improvement is needed                                                                                                                                                                                                                                    |
| <p>UMCES UPDATE</p> <ul style="list-style-type: none"> <li>Implementation of PeopleAdmin tracking system for hiring and recruitments - March 2018. Includes Applicant diversity tracking.</li> <li>Implementation of the UMCES Diversity, Equity and Inclusion Collaborative (DEIC) in FY 2020. This group is made up of faculty, staff,</li> </ul> | <ul style="list-style-type: none"> <li>Faculty/Staff searches completed FY 2020.</li> <li>Faculty/Staff Search candidate hires. Student, faculty, and</li> </ul> | <ul style="list-style-type: none"> <li>29 hiring searches initiated in FY 2020. 25 completed with 5 minority candidate hires. An increase of one minority candidate hire over last year report.</li> <li>The DEIC was recently formed in the last quarter of FY 2020. Success</li> </ul> | <ul style="list-style-type: none"> <li>Continued improvement in search process/recruitment procedures to attract diverse applicant pool in a nationally underrepresented STEM field.</li> <li>Improvement in hiring search and student recruitment to attract a more</li> </ul> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>and students to recommend and implement policies, practices, and innovative initiatives to recruit and retain underrepresented faculty, staff and students.</p> <ul style="list-style-type: none"> <li>Continued participation in NOAA Living Marine Resources Cooperative Science Center.</li> <li>Partner with UMD to increase enrollment and diversity in MEES program. Submitted joint workforce development funding request for fellowship funding in FY 20 for FY 21.</li> </ul> | <p>staff demographic data.</p> <ul style="list-style-type: none"> <li>\$1M current active funding from NOAA supports student research, stipends, and tuition. This is an over \$500K increase from last year.</li> <li>Underrepresented minority student enrollments in MEES program.</li> </ul> | <p>indicators and data available in 2021 reporting.</p> <ul style="list-style-type: none"> <li>Program has graduated over a dozen students with two students advancing to candidacy and recent PhD graduate this past year. More than a dozen students have been co-mentored by UMCES faculty in marine science programs at partner institutions.</li> <li>Student Enrollment data.</li> </ul> | <p>diverse applicant pool.</p> <ul style="list-style-type: none"> <li>Additional similarly targeted funding opportunities and programs.</li> <li>2020 Joint UMD/UMCES request funded at \$500K.</li> </ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Section 3: Goal 2

Use the table to provide a description of major efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus. This section should detail: 1) faculty and staff cultural training programs, 2) curricular initiatives that promote cultural diversity in the classroom, 3) co-curricular programming for students, and 4) other efforts used to achieve this goal. Additional narrative is not necessary. (2-3 pages)

| <b>Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.</b>                                                                                                                   |                                                                                       |                                                                                     |                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------|
| <p>Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:</p> <ul style="list-style-type: none"> <li>faculty and staff cultural training programs;</li> </ul> | <p>Metrics to measure how progress of each initiative/strategy is being evaluated</p> | <p>Data to demonstrate where progress has been achieved / indicators of success</p> | <p>Areas where continuous improvement is needed</p> |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• curricular initiatives that promote cultural diversity in the classroom; and</li> <li>• co-curricular programming for students.</li> </ul>                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                           |
| <p>UMCES UPDATE</p> <ul style="list-style-type: none"> <li>• UMCES completed its first Institutional Assessment process in the Fall of 2019 which included a campus climate assessment.</li> <li>• UMCES Graduate Student Council continued participation with UMCES leadership to propose and discuss Diversity and Inclusion initiatives.</li> <li>• Ongoing pursuit of gifts and grants that support cultural diversity initiatives and awareness.</li> </ul> | <ul style="list-style-type: none"> <li>• Interviews and survey results.</li> <li>• Ongoing feedback from Graduate Student Representatives appointed to UMCES Administrative Council.</li> <li>• Number and \$ value of gifts and grants received.</li> </ul> | <ul style="list-style-type: none"> <li>• Data results and analysis still under review.</li> <li>• UMCES Administrative Council includes two student representatives. Provided funding for student leadership learning initiatives.</li> <li>• In addition to over \$1M in NOAA funding to support minority</li> </ul> | <ul style="list-style-type: none"> <li>• Final results to be compiled and completed by end of August 2020. Preliminary results indicate needed improvement in Student Service infrastructure as anticipated.</li> <li>• Funding to support all Student Council requested initiatives.</li> <li>• Additional similarly targeted</li> </ul> |

|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                               |
|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
|  |  | <p>student success in marine sciences, UMCES-IMET continues to receive \$80K in private donor funds to support undergraduate student summer internships to support mentoring and STEM research related experiences in the Baltimore community. UMCES-CBL also received over \$980K from NSF to form an alliance with a university in Puerto Rico that provides for student workshops, experiences, and training in the field. This award is expected to total over \$2M in the course of five years.</p> | <p>funding opportunities.</p> |
|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|

**Section 4: Diversification of Faculty and Staff**

Provide a description of the one strategy that has proven most successful in increasing the diversity of faculty and staff of the campus, and what evidence demonstrates its success. (1 page) **See Attached**

**Section 5: Reporting of Hate-Based Crimes**

Provide a statement regarding the campus process for the reporting of hate-based crimes as consistent with federal requirements under Clery. Statistics are not required. (1 page)

*The 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 laboratory campus areas are available through the local law enforcement organizations websites.

<https://www.umces.edu/public-safety>

### **Required Appendix -- Institutional Plan for Cultural Diversity**

The statements and the information within Section 1 through Section 5 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](mailto:zlee@usmd.edu) by **Friday, July 31, 2020**.**

## Diversification of Faculty and Staff Progress Report 2019-2020

Ethnic and racial diversity is extremely low in the environmental sciences compared with other STEM fields<sup>1</sup>. The University of Maryland Center for Environmental Science (UMCES) is committed to expanding diversity and inclusivity across our faculty, staff and students. UMCES is very grateful to the senior leadership at USM, UMBC and UM College Park who have shared their experiences and ideas on how we collectively can make an impact in the earth and ocean science professions. Based on this advice, direction from our faculty who are engaged in NSF Diversity Initiatives and our Executive, Administrative, Staff and Graduate Student Councils, UMCES established the Diversity, Equity and Inclusion Collaborative (DEIC).

The DEIC's mission is to enhance our institutional culture of inclusivity and engagement and to provide a forum for developing and implementing innovations in diversifying the workforce in the environmental sciences. Additionally, the DEIC leverages relationships with local community members and external funders to ensure underrepresented minorities are an integral part of the community.

Specifically, the DEIC is charged with (i) enhancing a culture that is conducive to developing a community committed to diversity, equity and inclusion; (ii) provide an annual report comprising successes as well as identifying areas in need of improvement and further development; (iii) coordinate and communicate diversity and inclusion efforts across all units within UMCES; (iv) ensure efforts of diversity and inclusion are conducted in collaboration with the MEES Office and sister USM institutions where appropriate. Given the extensive interest across the six locations of UMCES, the DEIC is a collaborative with ongoing activities and regular meetings throughout the year that will be open to all faculty, staff, and students with smaller teams tasked with implementing specific actions.

Faculty Recruitment: Under the umbrella of the DEIC, recruitment of underrepresented minority faculty and staff continues to be an area of focus. Specific changes to UMCES recruitment (based on USM advice) include: (1) Search committees receive direction on best practices in faculty hiring, including implicit bias training, (2) Job advertisement is as broad as possible and the description reviewed by a professional trained in implicit bias, (3) Implementation of job search software that allows demographic tracking, (4) Ensure job description is placed in USM forums, (5) Search committee members actively encourage applications.

With the implementation of our hiring and recruitment system application in 2018, UMCES reports that 86% of total faculty and staff hires in 2018 were minorities or women and 77% in 2019.

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<sup>1</sup> Bernard, R.E. and E.H.G Cooperdeck. No Progress on Diversity in 40 years. *Nature Geoscience* | VOL 11 | MAY 2018 | 292-295 |



## 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 2019 UMCES Strategic Initiatives Plan, *Environmental Intelligence for Resilient Environments and Communities*, defines UMCES’ commitment to cultural diversity and future goals and plans. 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 Strategic directions defined in the plan regarding cultural diversity include the following statement:

- *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.*

### 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). Pursue fellowship funding opportunities to attract and retain underrepresented minority students in the MEES program.
- **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
- Implementation of UMCES Diversity, Equity and Inclusion Collaborative. Faculty, staff, and student representatives focused on improving and recommending policy and practices around these issues.
- **Completion Date:** *August 2020 and ongoing based on Institutional Assessment results.*
- **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 2020 (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:** *Ongoing*
- **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*

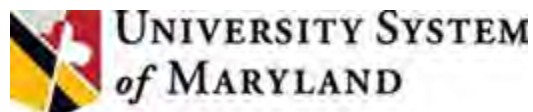
- Develop and implement policy, process, and procedure with local police organizations where UMCES campuses are located for the reporting of hate-based crimes.
- **Completion Date:** December 2017 and ongoing updates.
- **No Cost**

**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**



**2020**

**INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT TEMPLATE**

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**Institution:** University of Maryland Eastern Shore

**Date Submitted:** July 24, 2020

**Point(s) of Contact (names and email addresses):**

Dr. Nancy S. Niemi

nsniemi@umes.edu

**Purpose of Report:**

The Institutional Programs of Cultural Diversity Annual Progress Report is mandated by §11-406 of the Education Article, which 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.

**Guidelines:**

- Institutions' submissions should consist of five (5) sections and be between 10 and 12 pages. There is also a required appendix, which does not count toward the 12-page maximum. Please adhere to the page recommendations noted after each section description.
- USM will generate the desired demographic data; institutions are not responsible for providing that information.
- This template mirrors the February 12, 2020 memo from MHEC that may have reached some of your institutions. We have clearance from MHEC to use this template as long as all sections are included. Although much of this template is identical to last year's template, MHEC has introduced a new section and some revised language, so please read carefully.
- Submit your report to Zakiya Lee ([zlee@usmd.edu](mailto:zlee@usmd.edu)) by **Friday, July 31, 2020**. Institutions' reports will be presented to the Committee on Education Policy and Student Life at its May 5<sup>th</sup> meeting. Upon approval by the full Board of Regents, USM will submit one USM-wide Cultural Diversity Report (which will include institutional submissions) to MHEC. You do not have to independently submit your institution's report to MHEC.

## **Section I: Summary Statement**

Provide a summary of your institution's plan to improve cultural diversity. Include major goals, 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. (2-3 pages)

The University of Maryland Eastern Shore (UMES), as one of the USM HBCUs, prioritizes cultural diversity and inclusion differently than primarily White USM institutions, but no less intensely. Prior years' change in leadership has left different parts of the institution to address diversity via many but uncoordinated means. 2019 saw the beginnings of a cohesive plan and 2020-21 marks a new phase in the efforts to address cultural diversity via ways and means that are meaningful and authentic to UMES.

Major goals for the institution will be to introduce and maintain meaningful initiatives surrounding cultural diversity and inclusion throughout the campus, in all its constituent parts; this will include the infusion of awareness and action at every campus level. Actions will include: virtual and face-to-face discussions about key and developing diversity issues; a place where all of the campus community can access equity resources (research, essays, people); curriculum development tools, and many others.

UMES Academic Affairs is also exploring a cross-institutional course for undergraduate and graduate students, as well as a campaign that shows "This is what social justice looks like." Further goals include identifying the many places and people who make up the UMES community who have in the past and present contributed and continue to contribute to social equity. The Office of Academic Affairs is also leading the development of the HHMI "Driving Change" Initiative, in conjunction with a campus team. This competitive initiative focuses on the development of future STEM faculty from underrepresented communities in conjunction with a whole-campus diversity and inclusion initiative, built on the understanding that change in one discipline does not develop in isolation. Becoming a finalist for the HHMI award (currently on hold because of COVID) is one of UMES' successes for 2019-20.

Challenges and successes are embedded in who we are and who we must become while still embracing our identity. As an historically black college and university, it has been easy for our campus community to assume that we are already diverse, accepting the unwritten American definition of diversity as race. Our student population is majority African American, and our faculty body is among the most racially diverse in the country (Chronicle of Higher Education, 2019). As a campus culture, we have let these population markers act as proxies for our commitment to diversity and genuine inclusive educational change for all students. While there may be specific courses that address inclusivity as a theory, a framework, and a set of cultural practices, inclusion has been treated as synonymous with diversity and addressed only as it relates a basic understanding of disability and race.

A decade of campus instability has brought UMES faculty and staff to a watershed moment. UMES sees our diversity and inclusion Initiatives as central to its revitalization of our commitment to students, staff, and faculty: we are finally and thoroughly beginning to support our outsized research accomplishments with a robust academic foundation that includes truly diverse ways of thinking, people from myriad backgrounds, and the tenacity to pursue a quality collegiate culture for all.

UMES students are largely first in their families to attend college. Our undergraduate and graduate populations need significant and specific instruction in the languages of inquiry, research, and academic argumentation. The campus culture has begun to put such understandings into practice: in the last two years, we have hired an inaugural director of faculty development, completely reshaped the Center for Access and Academic Success (CAAS), and strengthened our research infrastructure to include more opportunities for undergraduate as well as graduate students. For example, our NIH R25 award,

The Science Education Partnership Award (SEPA) Program at the School of Pharmacy and Health Professions, funds grants for innovative educational programs and creates partnerships among biomedical and clinical researchers with K-12 teachers and schools. In addition, UMES hired Richard Warren (Maryland’s 2019-20 State Teacher of the Year) to spearhead a new K-12 teacher education program focused on recruiting, educating, and retaining Black men into K-12 STEM teaching. UMES School of Education, Social Sciences, and Fine Arts (SESA) faculty and staff are together working to integrate this initiative with those in the School of Pharmacy and the Health Professions (SPHP), and the School of Agriculture and Natural Science (SANS), broadening the programmatic impact while strengthening other STEM programs.

Pockets of academic excellence exist across UMES, yet the institutional culture too often possesses a quiet stereotype that African Americans in rural Maryland are not capable of quality academic work. Staff, faculty, and students alike too often enact such low expectations, which has prevented a unified campus realization that all students at UMES are capable of high achievement in all disciplines.

UMES is deeply committed to engaging in a comprehensive institutional self-study, understanding that this work may be at once insightful and deeply painful. Accustomed to looking more outward than in, UMES will need to examine the factors in its history, traditions, and practices that support and impede diversity and inclusion within its culture. Further, applying appropriate assessment mechanisms to hard questions of programmatic impact will further reveal environmental supports and barriers to inclusivity and student success that have been previously unexamined. While UMES has, in the past four years, engaged in a Middle States Self Study and a Program Prioritization Initiative (PPI), neither of these were conducted through the lenses of diversity and inclusion.

As an historically black and 1890 land grant university that only recently earned its R2 Carnegie Classification, we are driven to honor our past by building our future as an institution at which all students achieve beyond their potential, and where all faculty and staff know and act to realize this goal. This is only possible if our campus culture is genuinely inclusive of each person’s role in such an achievement, and perhaps more importantly, if everyone believes that our students, largely first-generation and under-represented minorities, are equal to any other in contributing to scientific research and discovery. This is our overriding goal and challenge.

**Section 2: Goal I**

Use the table to provide a description of efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty. Bulleted, succinct descriptions of major campus-wide and program-specific initiatives and strategies designed to recruit and retain traditionally underrepresented students, staff, and faculty are ideal. Additional narrative is not necessary. (3-4 pages)

| <b>Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.</b>                                                                                                                                                                     |                                                                                |                                                                              |                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|------------------------------------------------------------------------------|----------------------------------------------|
| 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 |

**DIVISION OF ACADEMIC AFFAIRS - SCHOOL OF AGRICULTURE AND NATURAL SCIENCES**

|                                                                                                                   |                                                                                                                             |                                                                                                                                                                                      |                                                        |
|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| Successful hiring of farm technician that represent, racial, ethnic and gender diversity                          | Racial distribution of farm technicians                                                                                     | One white farm technician hired in 2019-2020<br><br>Current race distribution among farm technicians: 2 black; 2 white; 2 vacant                                                     |                                                        |
| Successful hiring of faculty that represent, racial, ethnic and gender diversity                                  | Diversity of hiring pool                                                                                                    | The Department of Human Ecology filled a faculty position in spring 2020 with a white male from a diverse pool of applicants. This is a first for the fashion merchandising program. | Current strategies should be maintained.               |
| Successful recruitment, retention, and graduation of students that represent, racial, ethnic and gender diversity | Number of Salisbury University (SU) students pursuing the B.S. in Biology/B.S. in Environmental Science dual degree program | 3 BS degrees to be awarded in dual degree program, May '20. All white, female candidates.                                                                                            | Sign revised MOU and map classes between institutions. |

**DIVISION OF ACADEMIC AFFAIRS – SCHOOL OF BUSINESS AND TECHNOLOGY**

|                                                                                                                                                                                                                                                                                          |                                                                                                 |                                                                                                                                                                                                                                              |                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Master’s degree program in Career and Technology Education in Baltimore to increase the enrollment and retention of underrepresented students.<br><br>Master’s degree program in Cybersecurity Engineering Technology to increase enrollment and retention of underrepresented students. | Graduate CTED student advisees by ethnicity<br><br>Graduate ETCS student advisees by ethnicity. | Diversity of 60 CTED advisees: Black: 20/60 (33%), Hispanic: 2/60 (3.5%), Asian: 1/0 (1.5%), and White 37/60 (62%).<br><br>Diversity of 28 ETCS advisees: Black: 23/28, White: 5/28. 35% increase in Black students enrolled in the program. | Funding for professional development, provision of free workshops to select counties.<br><br>Targeted advertisement, development of industry partnerships. |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DIVISION OF ACADEMIC AFFAIRS – SCHOOL OF GRADUATE STUDIES**

|                                                                                                                    |                                                                                  |                                                                                                  |                                                                                           |
|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| Increase admission of students from traditionally underrepresented groups through targeted recruitment and support | Percentage and ethnicity of students admitted                                    | 234/417 or 56% of admitted graduate students were from traditionally underrepresented groups     | Continue to focus recruitment efforts toward students from underrepresented populations   |
| Increase funding and financial support for graduate students from traditionally underrepresented groups            | Percentage of assistantships awarded ing Title III funding for financial support | 100% of 24 awards were utilized for students representing traditionally underrepresented groups. | Continue to work with internal and external stakeholders to increase funding for students |

| 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.<br><br>Percentage of Honors applicants who do not identify as African American.<br><br>Percentage of Honors Program students who do not identify as African American. | 10: Schools/College Fairs<br><b>(NOTE: this number is significantly lower than last year due to unexpected closure of public schools and community colleges in response to COVID-19)</b><br><br>To-date:<br>41% (n=19 of 46)<br><br>35.35%<br>(64.64 % Black; 19.69% White; 4.54% Asian; 3.03% Hispanic/Latino; 8.08% Other) | Continued expansion of our recruitment efforts to include greater numbers of “feeder” schools with high concentrations of diverse students. |
| OFFICE OF HUMAN RESOURCES                                                                                                                   |                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                              |                                                                                                                                             |
| Expand advertisement of student positions utilizing all technological platforms                                                             | Utilize all technological platforms for advertising such as LinkedIn, FaceBook, Twitter, Snapchat                                                                                                                                                                    | Increase in non-African American students hired in under-represented departments.                                                                                                                                                                                                                                            |                                                                                                                                             |

### Section 3: Goal 2

Use the table to provide a description of major efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus. This section should detail: 1) faculty and staff cultural training programs, 2) curricular initiatives that promote cultural diversity in the classroom, 3) co-curricular programming for students, and 4) other efforts used to achieve this goal. Additional narrative is not necessary. (2-3 pages)

| 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: <ul style="list-style-type: none"> <li>• faculty and staff cultural training programs;</li> <li>• curricular initiatives that promote cultural diversity in the classroom; and</li> <li>• co-curricular programming for students.</li> </ul> | Metrics to measure how progress of each initiative/strategy is being evaluated | Data to demonstrate where progress has been achieved / indicators of success | Areas where continuous improvement is needed         |
| OFFICE OF INSTITUTIONAL EQUITY AND COMPLIANCE                                                                                                                                                                                                                                                                                                                            |                                                                                |                                                                              |                                                      |
| Development and creation of a revised/updated cultural diversity plan for UMES for the 2020-2021 academic year (moving to phase 3 of that process).                                                                                                                                                                                                                      | Phase 1, 2, 3 and successfully moving through those phases.                    | Finished phase 1 and 2. Moving to phase 3 of new plan.                       | Campus buy in and to think of diversity beyond race. |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                        |                                                                                                                                                                                    |                                                                                                                            |
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| Creation of a LGBTQI Safe Zone Training                                                                                                                                                                                                                                                                                                                                                                                                                      | Number of attendees.<br>Assessment of learning outcomes.                                                                               | Two sessions (6 hours total per session) were offered and completed by a total of 17 participants.                                                                                 | Increase attendee pool.<br>Development of an online option.                                                                |
| Development of a learning and training series entitled: Engage. Expand. Lead. Session topics include 1)Intercultural Competence, 2)Fostering and Diverse and Inclusive Environment: The Why and How, 3)Microaggressions: Recognizing and Challenging a Subtle Form of Bias, 4)Unconscious Bias, 5)Fundamentals of Americans with Disabilities Act, 6)Religious Diversity: Challenging Assumptions to Advance Inclusions, 7)Fundamentals of Equal Opportunity | Number of sessions offered through various platforms.<br>Number of attendees for learning sessions.                                    | 7 learning sessions have been developed focused on diversity topics (curriculum, assessment tools, activities, etc). Start will be August 2020.                                    | Recruitment for learning sessions.<br>Funding for sessions.                                                                |
| Development of the Diversity and Inclusion Certificate Program for Professional Staff and Faculty. The program is designed to reinforce the University's core values of diversity and inclusion through a series of six introductory level workshops.                                                                                                                                                                                                        | Number of participants who complete each session.<br>Percentage of faculty and staff who complete the certificate program.             | 7 pilot sessions offered with assessment to enhance program with attendees ranging from 4-14 in attendance. Full implementation of the certificate program will begin August 2020. | Recruitment into the certificate program and development of an incentive based program for those who complete the program. |
| Development, creation, and building of a Diversity and Inclusion area in OIE for the campus community with partnerships                                                                                                                                                                                                                                                                                                                                      | Creation of learning outcomes.<br>Assessment and evaluation tools for each area.                                                       | 17 meetings with campus stakeholders to develop the D&I branding efforts.                                                                                                          | Funding for the educational portfolio.                                                                                     |
| Creation of diversity events and program for the campus community including but not limited to "Coming Out Day" celebration, Women's History Month, Hispanic Heritage Month, and the creation of a digital footprint for UMES focused on diversity/inclusion.                                                                                                                                                                                                | Assessment and evaluation tools for each area.<br>Followers on social media and number of diversity related posts.                     | 119 in attendance for inaugural UMES "Coming Out Day" Celebration<br>448 followers on twitter; 442 followers on instgram                                                           | Funding for the educational portfolio.<br>Locate additional areas for diversity to publicly recognize.                     |
| <b>DIVISION OF ACADEMIC AFFAIRS – SCHOOL OF EDUCATION, SOCIAL SCIENCES, AND THE ARTS</b>                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                        |                                                                                                                                                                                    |                                                                                                                            |
| Lectures and exhibits that emphasize cultural and gender diversity (Black History Month, Women's History month) integrated into the curriculum across all disciplines.                                                                                                                                                                                                                                                                                       | Improvement includes increasing the number of such programs throughout the academic year.                                              | More than five new programs were added in FY 19-20.                                                                                                                                | Need greater budget and personnel to help schedule, recruit, and fund such events.                                         |
| Summer Language Camp offered by FLIC (summer 2019 had a camp emphasizing Arabic—first time offered).                                                                                                                                                                                                                                                                                                                                                         | Continuous improvement includes the addition of other critical languages and increasing English as a Second Language course offerings. | Feedback from exit surveys showed participants were enthusiastic about their learning and 90 percent indicated willingness to return.                                              |                                                                                                                            |

**DIVISION OF ACADEMIC AFFAIRS -- SCHOOL OF AGRICULTURE AND NATURAL SCIENCES**

|                                                                                                                                                                                                                                                                                                                                                                      |                                                                        |                                                                                                                     |                                 |
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| <p>Most courses infuse concepts of diversity in the curriculum. Below is an example of one course that specifically address these concepts.</p> <p><u>HUEC 463 – Food, Clothing and Culture</u>: This course further infuses diversity awareness in the curriculum. This course is part of the Human Ecology core and is required for all students in the major.</p> | <p>An assessment instrument has been developed to assess HUEC 463.</p> | <p>Assessment in the last two years indicated that students met or exceeded the standard set by the Department.</p> | <p>Sustain current efforts.</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------|

**DIVISION OF ACADEMIC AFFAIRS – SCHOOL OF BUSINESS AND TECHNOLOGY**

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The Department of Engineering and Aviation Sciences hosted “Engineers Week” with about 50 high school students (9<sup>th</sup> to 11<sup>th</sup> grade) in the NextGen Scholars Program from the Wicomico County. The students were exposed various carefully designed hands-on lab practices by faculty in various engineering disciplines and the aviation concentrations to gain first hand experiences in the STEM field.</p>                                                                                                         | <p>Ethnicity of attendees at the “Engineers’ Week”</p>                                                                                                                                                                     | <p>The total number of attendees: 50. African American: 30/50 (60%), Caucasian, 18/50 (36%), Other: 2/50 (4%).</p>                                                                                                                                                                              | <p>Future similar event that can bring in middle school students as well, and also with students from other counties in the region.</p>                                                                                                          |
| <p>The Department of Technology started an Association Connecting Electronics Industries (IPCEF) Student Chapter on campus to increase career preparation for students and graduates entering into electronics trades or electronics manufacturing industries.</p> <p>The Department of Technology hosted a workshop with Minority Recruiters from NASA Wallops Island. These recruiters shared unique opportunities for minority students pertaining to scholarships, internships, and employment by NASA and other federal contractors.</p> | <p>Ethnicity of student inductees.</p> <p>Number of attendees.</p>                                                                                                                                                         | <p>The total number of inductees: 16. Black: 14/16 (87.5%), White: 2/16 (12.5%)</p> <p>The total number of attendees: 32</p>                                                                                                                                                                    | <p>Encourage more faculty and students from other UMES departments to join and participate in IPC.</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>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>International faculty lunch in December at the last DBMA department meeting. Also, DBMA also took part in the international event Dance For Kindness..</p> <p>Incorporation of international content in the course.</p> | <p>Everyone in attendance participated enthusiastically. It was a great learning activity.</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>Schedule more Getting to Know You activities.</p> <p>Increase the number of international content incorporated into the course.</p>                                                                                                           |



| <b>RICHARD A HENSON HONORS PROGRAM</b>                                                                                                                   |                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Curriculum supports cultural diversity in the Classroom: HONR 101 Freshman Seminar (Selves & Others) is a required course in the honors Program of Study | Percentage of first-time, full-time honors students enrolled in HONR 101                                                                                     | 100% During AY 2019-2020, all incoming freshmen completed the HONR 101 seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 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                                                                                                                                                                            |
| Curricular Initiatives that promote cultural diversity in the classroom – the HONR 301 Junior Seminar (Global Problems, Local Solutions)                 | The number of students enrolled in HONR 301 / participating in credit-bearing international service/study programs                                           | During AY 2019-2020, the Honors Program did not coordinate a short-term international service program. 2: 1 student studied in the UK, 1 in Peru                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Develop similar programs in other international sites                                                                                                                                                                                                                                                                  |
| Co-Curricular Programming: International Service/Study Programs                                                                                          | Number of students participating in international service/study programs                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                        |
| <b>CENTER FOR INTERNATIONAL EDUCATION</b>                                                                                                                |                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                        |
| 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>One (1) classroom presentation made on study abroad in Fall 2019; one (1) evening presentation co-hosted with the First Year Experience (FYE) program in Spring 2020</p> <p>14 (fourteen) students advised on study abroad by student campus global ambassadors</p> <p>Held two (2) Study Abroad Day events: 10/3/2019 and 2/20/2020</p> <p>Two (2) students participated in study abroad programs</p> <p>One (1) study abroad alumna from South Korea served as campus global ambassador for study abroad affiliate, this reporting year</p> <p>One (1) Gilman Scholar awarded for student who studied abroad in Peru</p> | <p>Additional personnel to support the growing study abroad program and administration of growing department activities.</p> <p>Additional financial resources to implement activities not covered under current funding structure.</p> <p>Securing external funding to help support students' study abroad travel</p> |

## **Section 4: Diversification of Faculty and Staff**

**Provide a description of the one strategy that has proven most successful in increasing the diversity of faculty and staff of the campus, and what evidence demonstrates its success. (1 page)**

The University of Maryland Eastern Shore has been continuously committed to maintaining and increasing the diversity of its faculty and staff, as measured not only by race and ethnicity, but also by culture, identity, and perspective. As of 2019, UMES not only boasts the second-highest diversity index of all national public four-year institutions (see: <https://chronicle.com/article/facultydiversity2017>), but also shows an increase in ethnic and racial diversity over the last decade (see attached table.)

The single most effective strategy in maintaining and increasing this level of faculty and staff cultural diversity at UMES is acknowledging its importance and infusing it within all of our campus community systems. As an historically black and 1890 land grant university that only recently earned its R2 Carnegie Classification, we are driven to honor our past by building our future as an institution at which all students achieve beyond their potential, and where all faculty and staff know and act to realize this goal.

This is only possible if our campus culture is genuinely inclusive of each person's role in such an achievement, and perhaps more importantly, if everyone believes that our students, largely first-generation and under-represented minorities, are equal to any other in contributing to scientific research and discovery. This is our overriding goal and challenge. As such, we continue to forefront cultural diversity in the following specific ways:

**1. Prioritizing research and scholarship through specific grants, contracts, and community relationships whose focus lies in fostering diverse scholars and in creating social equity.**

UMES is the organizational head of the seven-member NOAA Living Marine Resources Cooperative Science Center (LMRCSC); the funding agency is NOAA Educational Partnership Program with Minority-Serving Institutions (EPP/MSI). The University is also a lead member in the Association of 1890 Research Directors (ARD), which is integrally involved in creating a society where all people have opportunities for wholesome living and learning through responsible pursuits of their goals and aspirations, with primary attention given to all people in society but in particular, those who are socio-economically deprived. In 2020, UMES was named a finalist in the Howard Hughes Medical Institute's (HHMI) Driving Change Competition, whose specific focus is creating an inclusive campus culture.

**2. Using UMES' newly constituted Office of Institutional Equity & Compliance (OIEC) as an integral part of the hiring process**

In conjunction with Human Resource Management, the OIEC is a part of every search at UMES. The staff of OIEC vet each hiring committee – whether hiring faculty or staff – to ensure that the group is racially, ethnically, and gender balanced. Later in the hiring process, the OIEC office reviews the finalist candidates before they come for interviews to ensure that, to the extent possible, a diverse pool of candidates is being considered.

**3. Commitment from each of the four schools to culturally diverse academic and community programming**

Each program, major, and center works to highlight and invite programs, speakers, and community partners whose everyday work centers on cultural diversity and social equity. Such programs are not just for Black or Women's History Month, but the central work of the University.

These examples highlight aspects of one strategy used by UMES to maintain and increase the cultural diversity of our faculty and staff. Our campus actions underscore our words, making our campus community a place where diversity thrives – and so do our people.

## **Section 5: Reporting of Hate-Based Crimes**

Provide a statement regarding the campus process for the reporting of hate-based crimes as consistent with federal requirements under Clery. Statistics are not required. (1 page)

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.

### **Required Appendix -- Institutional Plan for Cultural Diversity**

The statements and the information within Section 1 through Section 5 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](mailto:zlee@usmd.edu) by Friday, April 17, 2020.**



## 2021-2025 DIVERSITY PLAN

# UNIVERSITY OF MARYLAND EASTERN SHORE

## The University of Maryland Eastern Shore Five Year Diversity Plan

An intentional focus on diversity at all levels of the University is essential to our academic mission, purpose and viability. Fully embracing the concept of diversity is necessary for achieving a vibrant, inclusive community that reflects the world beyond the Eastern Shore, challenges and encourages us to broaden our perspectives and worldviews and helps to fully prepare students to make valuable contributions as citizens of a diverse and globally integrated society.

The University 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 15<sup>th</sup>, 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.”*

## Diversity Vision Statement

Diversity is one of the UMES core values. In developing and nurturing a diverse and inclusive community, we respect and engage across difference. We face and respond thoughtfully and responsibly to difficult questions. We build bridges and establish relationships. Individually and as a community, we critically examine and challenge our biases, assumptions, institutional structures and worldviews. We understand and seek to mitigate inequities through meaningful diversity experiences.

## Commitment to Diversity

The University of Maryland Eastern Shore's diversity efforts broaden and deepen our personal and intellectual understanding, preparing all of us – students, staff, and faculty – to make thoughtful, responsible contributions as individuals, community members, and professionals in a diverse and globally integrated world. The UMES understanding of diversity is broad-based, emphasizing the identities and experiences of groups that have been historically under-represented in higher education, and encompassing age, class, culture, (dis)ability, ethnicity, gender identity, gender expression, immigration status, national origin, race, religion and spirituality, sex and sexual identity, veteran status, among others.

We affirm that diverse experiences and perspectives in the classroom and across campus enhance everyone's educational experience.

## Diversity Goals

- **Core Principle/Goal #1:** Improve the diversity of the UMES campus community.
- **Core Principle/Goal #2:** Develop and maintain a campus climate and culture in which embracing diversity is a core value enacted by all members of the UMES community.
- **Core Principle/Goal #3:** Enhance students' diversity related educational opportunities and experiences to ensure that all students graduate with knowledge and skills necessary for living and working effectively as members of a diverse, global society.
- **Core Principle/Goal #4:** Reflect institutional commitment to diversity by establishing a culture of accountability around diversity initiatives, practices, and policies.

## Plan of Action

**UMES started the process of re-imagining our diversity strategic plan.**

- **Phase One:** In 2019, the University submitted a framework to update and enhance our plan.
- **Phase Two:** In 2020, UMES utilized the Standards of Professional Practices for Chief Diversity Officers from the National Association of Diversity Officers in Higher Education as a guide and foundation for best practices to create and develop core goals, objectives, strategies, and methods for accomplishing areas in the plan.
- **Phase Three:** In 2021, UMES will work to finalize the plan through a Diversity Council complete with members of the University community.

**University of Maryland Eastern Shore  
Institutional Plan for Cultural Diversity**

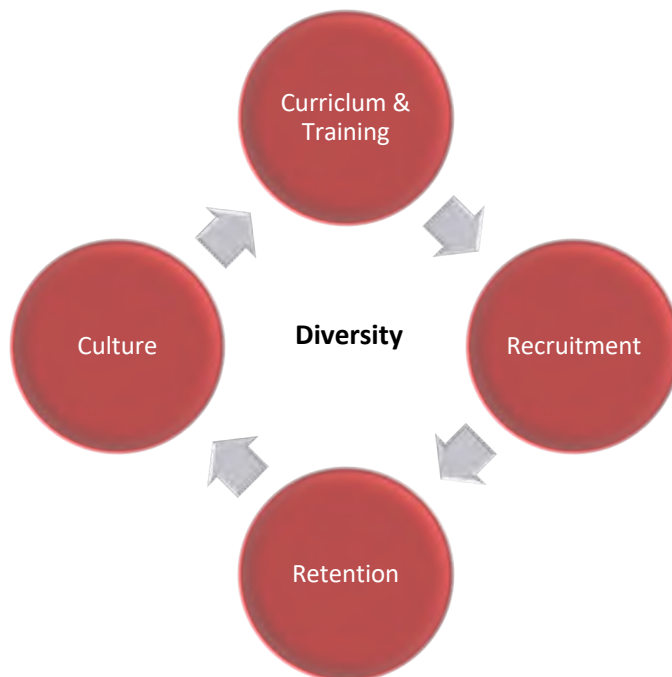
**Interim Plan for 2020-2021 (Phase 1)**

**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.





**University of Maryland Eastern Shore**  
**Institutional Plan for Cultural Diversity**

**Interim Plan for 2021-2025 (Phase 2)**

**Core Principle/Goal #1: Improve the diversity of the UMES campus community.**

- **Objective 1: Improve the diversity of the faculty across all academic departments.**
  - Strategy 1: Continue to improve the recruitment, search and hiring process to enhance the potential for increasing the diversity of the faculty.
  - Strategy 2: Evaluate and improve practices that support the success and retention of diverse faculty.
  - Strategy 3: Monitor faculty demographics, retention, and promotion; disaggregate according to race, ethnicity, gender, and if/as reported sexual orientation, first generation, and disability status.
- **Objective 2: Improve the diversity of staff at all levels of the institution.**
  - Strategy 1: Continue to improve the search and hiring process to enhance the potential for increasing the diversity of the staff (support and administrative).
  - Strategy 2: Evaluate and improve practices that support the success and retention of a diverse staff.
  - Strategy 3: Monitor staff demographics to track staff turnover based on race, ethnicity, gender, and if/as reported sexual orientation, first generation, and disability status.
- **Objective 3: Improve the diversity of the undergraduate and graduate student body.**
  - Strategy 1: Continue targeted outreach plan to build pipelines, broaden the applicant pool, and admit an increased number of qualified students from groups that have been under-represented in higher education.
  - Strategy 2: Increase proportion of the underrepresented (non-African American American) students from other identities.
  - Strategy 3: Identify, assess, and (if/as needed) enhance existing programs aimed at retention, support, and success from groups that have been historically under-represented in higher education (or at UMES) – LGBTQ students, international students, students with disabilities.

**Core Principle/Goal #2: Develop and maintain a campus climate and culture in which embracing diversity is a core value enacted by all members of the UMES community.**

- **Objective 1: Increase UMES employees' capacity to create and support an inclusive and diverse campus community.**
  - Strategy 1: Develop orientation sessions that prepare all members of the UMES community to understand and to participate in the University's diversity efforts.
    - Include a session on diversity and inclusion at UMES in new faculty/staff orientations.
    - Develop and deliver a coordinated introduction to diversity and inclusion as an institutional and educational value for first year and transfer student orientation.
  - Strategy 2: Provide educational opportunities to enhance institutional capacity to undertake effective diversity and inclusion work.
    - Develop and conduct quarterly diversity and inclusion educational forums for all faculty and staff.
    - Provide diversity competency training/education to all orientation student leaders, RAs, tour guides, and include a developmental approach to student diversity efforts.
  - Strategy 3: Identify, assess, and enhance support services and campus wide competency for working with persons with disabilities.
    - Evaluate context, provide and assess ADA training.
    - Provide enrichment opportunities for faculty and staff to enhance work with persons with disabilities, including training on universal design for learning.
    - Assess campus wide signage relevant to persons with disabilities.
    - Develop a streamlined approach to foster collaborative efforts to support ADA compliance.
    - Develop enhancement plan for the Office of Student Accessibility Services.
  
- **Objective 2: Recognize and reward individuals, offices, and organizations that enhance and contribute to diversity goals.**
  - Strategy 1: Support existing organizations and offices that provide diversity related education, support, and services.
    - Develop incentives for student organizations that engage with diversity and inclusion in meaningful ways.
    - Monitor and respond to demands on offices that provide diversity-related education, support, and services.
  - Strategy 2: Establish institution wide recognition of participation in or development/delivery of diversity-oriented programming, education, projects, and research.
    - Establish an annual "President's Diversity Award" to recognize faculty/staff/departments that contribute to UMES' diversity efforts.
  
- **Objective 3: Increase and improve UMES' diversity related messaging (web, print, spoken).**
  - Strategy 1: Enhance diversity's web and print presence.
  
  - Strategy 2: Enhance materials (print, electronic) highlighting support services offered to students/persons with disabilities and/or identify under other areas of protected class (e.g. gender, sexual orientation, veteran status).

- Strategy 3: Develop brand identity for diversity messaging.
- **Objective 4: Regularly assess and report on campus climate and diversity programming, educational efforts, training, and visibility.**
  - Strategy 1: Assess climate every two years (students, faculty, and staff)
  - Strategy 2: Assess diversity efforts and performance; departments and offices report progress to Office of Institutional Equity and Compliance
    - Use consistent, meaningful assessment criteria for diversity in staff reviews.
    - Identify and assess policies, programs, and activities aimed at improving campus climate.
  - Strategy 3: Use regularly collected assessment data to inform, highlight successes of, and (as needed) enhance diversity programming, social opportunities, services, and education.

**Core Principle/Goal #3: Enhance students' diversity related educational opportunities and experiences to ensure that all students graduate with knowledge and skills necessary for living and working effectively as members of a diverse, global society.**

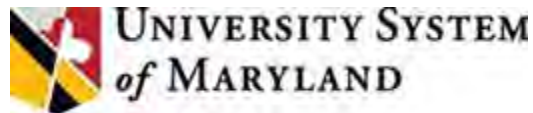
- **Objective 1: Develop a systemic process for reviewing, assessing diversity and inclusion focus in the curriculum and co-curriculum.**
  - Strategy 1: Track progress and contributions of academic departments' focus on diversity and student learning by creating specific metrics for progress.
  - Strategy 2: Review and assess the impact of and need for professional development opportunities to assist faculty in addressing diversity (curricular transformation, inclusive pedagogy/assignments, mentoring and advising).
  - Strategy 3: Work with individual departments to create discipline-specific initiatives for infusing diversity and inclusion within faculty, students, curricula, and staff interactions, materials, and pedagogy.
- **Objective 2: Enhance diversity education, experiences, and support for students.**
  - Strategy 1: Cultivate a developmental approach to diversity education, spanning from orientation to introductory-level first-year courses with a diversity experience, to advanced courses.
  - Strategy 2: Inventory, evaluate, enhance, and develop diversity focused student learning opportunities inside and outside the classroom.

**Core Principle/Goal #4: Reflect institutional commitment to diversity by establishing a culture of accountability around diversity initiatives, practices, and policies.**

- **Objective 1: Monitor progress on University diversity goals and contributions; integrate results with strategies in goals 1-3 as appropriate.**
  - Strategy 1: Track and assess diversity progress revealed by national student surveys (e.g. NSSE), enrollment demographics, retention data, GPA at graduation, graduation rates, etc.
  - Strategy 2: Include a focus on diversity and inclusion in all offices' annual reports.
  - Strategy 3: Develop internal database of efforts by college, division, and department, program, or office.
  - Strategy 4: Enhance the place and weight of diversity related work in faculty evaluation processes and staff merit.
- **Objective 2: Establish and/or strengthen University structures that support diversity.**
  - Strategy 1: Establish and manage centralized budget for diversity efforts/initiatives tied to this plan.
  - Strategy 2: Review and if/as needed revise organizational structures and committees to ensure effective implementation of diversity goals.
  - Strategy 3: Establish and develop a Diversity Council/team.
  - Strategy 4: Create a specific strategic goal that addresses diversity and inclusion in new (2021-25) strategic plan.
- **Objective 3: Review and as needed revise or create policies and practices that ensure a focus on inclusivity, diversity, equity, and compliance.**
  - Strategy 1: Review and revise (as needed) all policies to ensure that language is reflective of the breadth of diversity areas emphasized in the diversity statement.
  - Strategy 2: Develop a strategic response team and response plans for bias related incidents.
  - Strategy 3: Include a focus on diversity when building and strengthening university partnerships – alumni, business, community and government – to enhance diversity initiatives.

**Note:** Information developed through the Standards of Professional Practices for Chief Diversity Officers from the National Association of Diversity Officers in Higher Education. Multiple diversity strategic plans were reviewed from various colleges and universities. Common core principles and goals were utilized in the updated plan.

# **UNIVERSITY OF MARYLAND GLOBAL CAMPUS**



**2020**

## **INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT TEMPLATE**

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**Institution:** University of Maryland Global Campus **Date Submitted:** July 31, 2020

**Point(s) of Contact (names and email addresses):** Blair Hayes Blair.Hayes@UMGC.edu

### **Purpose of Report:**

The Institutional Programs of Cultural Diversity Annual Progress Report is mandated by §11-406 of the Education Article, which 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.

### **Guidelines:**

- Institutions' submissions should consist of five (5) sections and be between 10 and 12 pages. There is also a required appendix, which does not count toward the 12-page maximum. Please adhere to the page recommendations noted after each section description.
- USM will generate the desired demographic data; institutions are not responsible for providing that information.
- This template mirrors the February 12, 2020 memo from MHEC that may have reached some of your institutions. We have clearance from MHEC to use this template as long as all sections are included. Although much of this template is identical to last year's template, MHEC has introduced a new section and some revised language, so please read carefully.
- Submit your report to Zakiya Lee ([zlee@usmd.edu](mailto:zlee@usmd.edu)) by **Friday, April 17, 2020**. Institutions' reports will be presented to the Committee on Education Policy and Student Life at its May 5<sup>th</sup> meeting. Upon approval by the full Board of Regents, USM will submit one USM-wide Cultural Diversity Report (which will include institutional submissions) to MHEC. You do not have to independently submit your institution's report to MHEC.

## **Section I: Summary Statement**

Provide a summary of your institution's plan to improve cultural diversity. Include major goals, 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. (2-3 pages)

UMGC has long recognized that the diversity of our students, faculty and staff is one of our strongest attributes. With that in mind, the UMGC Diversity and Equity Office regularly conducts training and development, and awareness programs that address culture, diversity, equity and inclusion. The programs ensure that UMGC maintains high standards in its recruiting, cultivation and development of staff and faculty while promoting cultural diversity. In addition to the training programs, the University has adopted and implemented core values that promote cultural diversity, creativity and respect of all individuals. We recently added an additional core value, "People Always". This core value further illustrates an awareness that it is the people and the way that those people are treated that will ensure the continued success of the university going forward. Together with our ever improving practices these core values serve as the underpinning of the successes UMGC has achieved in promoting and celebrating the cultural diversity of our students, faculty and staff.

UMGC's Plan is one that actively monitors the diversity of its staff, students, and faculty to ensure that cultural diversity, and healthy and respectful workplaces are maintained, and that practices and policies are fairly and equitably applied across all levels within the organization. Our intent is to ensure that we continue to attract and hire diverse employees and students, maintain a positive human relations climate, and respect our diversity.

UMGC 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

### **The Structure of UMGC's Diversity and Equity Office**

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, the Fair Practices Officer, the Ombuds Office, and the Response Emergency Assessment Crisis Team (REACT). Together the office is responsible for maintaining and elevating the climate for diversity and inclusion throughout the UMGC Community. The office supports these efforts throughout the Stateside Offices and has grown to include diversity representatives serving UMGC staff, faculty, and students in both 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 planning

- Inclusivity:** Diversity is everyone’s responsibility
- Tailored for our Culture:** Tied to educational and departmental goals both in-person and in our online communities
- Scalability:** Address underlying processes
- Deliberateness:** Developed for long-term sustainability
- Action:** Implement plans that individuals can actually manage to do
- Programmatic:** Similar to our approach to promoting student advancement

## **Challenges and Successes**

We are continuing to explore options for engaging our online student population in the discussions of race, ethnicity, and cultural inclusion. This will require further utilizing the virtual platforms that have been successful within the online classroom space and engaging faculty to spread the appropriate information. Current trainings for students includes Title IX Training and additional training around diversity awareness. These workshops and online modules will be overhauled to address recent changes to Title IX legislation and to better engage the students.

We have successfully built a foundation for our diversity efforts that engages staff, faculty, and students throughout the United States, Asia, and Europe. This requires understanding the unique climate for diversity and inclusion on both a national and global scale. This ensures that our diversity and inclusion programs have a truly global perspective and that our diversity programming is not limited by borders. Our UMGC Community is comprised of individuals from numerous countries across many diversity demographics. This will continue to be part of our story and approach to cultural inclusivity.

## **Continued Areas of Improvement**

Diversity is one of our strengths, but we always are exploring opportunities to enhance our program. One area that we are working to influence is the talent pipeline for under-represented staff. There is diversity representation across departments and at various levels, but we want to ensure that the pipeline for under-represented groups is resulting in additional diversity representation throughout leadership at the university. This requires growing our internal talent base, so that staff understand that there is a future for them within the university and that there are opportunities to advance.



**Section 2: Goal I**

Use the table to provide a description of efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty. Bulleted, succinct descriptions of major campus-wide and program-specific initiatives and strategies designed to recruit and retain traditionally underrepresented students, staff, and faculty are ideal. Additional narrative is not necessary. (3-4 pages)

| <b>Goal I: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.</b>                                                                                                                                                                     |                                                                                |                                                                                                                                                                                                                                                                                                                                                              |                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| 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 |
| UMGC Quiet Rooms have been designed and built in each of the three primary UMGC locations. UMGC 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.<br><br>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 |                                              |
| UMGC Lactation Rooms have been identified and are available for any staff requesting privacy for lactation. Use of lactation rooms is scheduled and tracked by the Accessibility Services Unit to ensure that all individuals that need it have access to the available spaces.                                      | 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                                                                                                                                                                                                                                   |                                              |

|                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The Accessibility Services Unit</p> <ul style="list-style-type: none"> <li>● Manages the request for academic exemptions or reasonable accommodations for UMGC students and employees to ensure that individuals are prepared to succeed in the classroom and in the workforce</li> <li>● Works with Human Resources to ensure successful implementation of accommodation and monitoring of job performance.</li> </ul>  | <p>Number of Registered Students</p> <p>Number of Employees requesting services</p> | <p>190 - New Students registered with the Accessibility Services Unit</p> <p>220 - Average # of students receiving accommodations each term</p> <p>48 - Employees were granted accommodations (e.g. office furniture, software, tele-work, etc.)</p> <p>4 University-Wide Trainings and Briefings</p> <ul style="list-style-type: none"> <li>● Brown Bag for Military Operations Unit</li> <li>● Institutional Reporting Briefing</li> <li>● Compliance and Reporting Briefing</li> <li>● Student Data and Reporting discussion with Academic Quality Department</li> </ul> | <p>Further integration of accessibility services and ADA compliance with ongoing online course development</p>                                 |
| <p>Strategic Partnering</p> <ul style="list-style-type: none"> <li>● Expanded outreach to talented professionals from diverse communities</li> <li>● Professional development opportunities for UMGC staff <ul style="list-style-type: none"> <li>○ networking</li> <li>○ knowledge exchange</li> <li>○ new learning experiences</li> <li>○ developing an effective approach to develop junior staff</li> </ul> </li> </ul> | <p>Several strategic partnerships have been established and maintained</p>          | <p>CDO is part of the Mid-Atlantic Diversity Officers in Higher Education Organization (MADOHE)</p> <p>CDO serves as the Treasurer for the Capital Region Minority Supplier Diversity Council (CRMSDC)</p> <p>The Assistant Director of Multicultural Programs and</p>                                                                                                                                                                                                                                                                                                      | <p>Continuing to look for opportunities for staff to take leadership roles within organizations that offer a level of strategic partnering</p> |

|                                                                      |                                                                                                                                                    |                                                                                                                                                                                                                                       |  |
|----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|                                                                      |                                                                                                                                                    | Training serves as chair of the USM Women's forum                                                                                                                                                                                     |  |
| Applicant tracking system focuses on representation and demographics |                                                                                                                                                    | Applicant tracking has been enhanced to collect veteran and disability status, along with traditional demographics<br><br>Allegis Staffing Services has been contracted to maintain and enhance current recruiting and staffing needs |  |
| Annual Affirmative Action Plan development                           | CDO annually collects affirmative action plan data and gathers reports related to staff data relative to the surrounding area in the DC Metro Area | Plan completed and maintained internally                                                                                                                                                                                              |  |

### Section 3: Goal 2

Use the table to provide a description of major efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus. This section should detail: 1) faculty and staff cultural training programs, 2) curricular initiatives that promote cultural diversity in the classroom, 3) co-curricular programming for students, and 4) other efforts used to achieve this goal. Additional narrative is not necessary. (2-3 pages)

| <b>Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                 |                                                                                                                                                                                                                                                                 |                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: <ul style="list-style-type: none"> <li>• faculty and staff cultural training programs;</li> <li>• curricular initiatives that promote cultural diversity in the classroom; and</li> <li>• co-curricular programming for students.</li> </ul>                                                                                                                                                                                                                                     | Metrics to measure how progress of each initiative/strategy is being evaluated                                                  | Data to demonstrate where progress has been achieved / indicators of success                                                                                                                                                                                    | Areas where continuous improvement is needed                                                       |
| Staff, faculty, and students complete online learning modules related to harassment prevention, Title IX, and EEO.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | # of participants who have completed the “Preventing Discrimination and Sexual Violence: Title IX, VAWA and Clery Act” Training | <ul style="list-style-type: none"> <li>• 299 – Faculty</li> <li>• 368 – Staff</li> </ul> <p>Total - 667</p>                                                                                                                                                     | Expand online training options to reach students that are located across the globe                 |
| Hold monthly diversity events (UMGC Heritage Month programs) to raise awareness of the cultures, ethnicities, and heritages that comprise the UMGC community. Events included: <ul style="list-style-type: none"> <li>• January - Martin Luther King Jr. Day of Service Lecture by Tish Norman</li> <li>• February - African American Heritage Month Lecture by Avis Matthews</li> <li>• March - Women’s History Month Lecture by Mary Ellen Schmider</li> <li>• April - Earth Day Lecture by Pam McFarland and Mary Yee</li> <li>• May – Mental Health Awareness Month Lecture by Christina Iren</li> </ul> | # of attendees to diversity events and programs<br><br># of participants in online modules                                      | January - 120 attendees<br>February - 120 attendees<br>March - 100 attendees<br>April - 80 attendees<br>May - 105 attendees<br>June - 70 attendees<br>September - 90 attendees<br>October - 55 attendees<br>November - 60 attendees<br><br>9 - Diversity Events | Have increased the access and availability of offerings through online and webcasting technologies |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                      |                                                                                                                                                                                               |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <ul style="list-style-type: none"> <li>● June – Lesbian, Gay, Bisexual Transgender Pride Month Alone in the Game Documentary</li> <li>● September - Hispanic Heritage Month Lecture by Jose Galvez</li> <li>● October – Domestic Violence Prevention Month Lecture by Hiba Ahmed</li> <li>● November – Universal Human Rights Awareness Month The Starfish Throwers Documentary</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                      | 800 – 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"> <li>● Martin Luther King Jr. Day of Service</li> <li>● African-American Heritage Month</li> <li>● Women’s History Month</li> <li>● Irish-American Heritage Month</li> <li>● Arbor Day Celebration</li> <li>● Gay, Lesbian, Bisexual, Transgender Pride Month</li> <li>● Caribbean-American Heritage Month</li> <li>● Independence Day</li> <li>● National Day of Services and Remembrance</li> <li>● German-American Heritage Month</li> <li>● Domestic Violence Awareness</li> <li>● Constitution Day</li> <li>● National American Indian Heritage Month</li> <li>● Universal Human Rights Month</li> </ul> | # of posters printed and distributed                 | <p>14 – Diversity Heritage Month Posters developed and distributed throughout the year</p> <p>250 of each poster printed and distributed throughout the United States and Internationally</p> |  |
| Providing online diversity training modules through Everfi                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | # of online diversity training modules being offered | 7 online diversity training modules                                                                                                                                                           |  |

|                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                         |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                          | <ul style="list-style-type: none"> <li>● Accommodating Disabilities</li> <li>● Bridges: Taking Action (Title IX/Clery Act ongoing)</li> <li>● Clery Act Basics</li> <li>● Diversity: Inclusion in the Modern Workplace</li> <li>● Harassment and Discrimination Prevention</li> <li>● Managing Bias</li> <li>● Workplace Violence Prevention</li> </ul> |  |
| All new hires receive diversity briefing from Chief Diversity Officer during onboarding                                                                                                                                                                                                                                                                        | # of new hires that have received briefing from Diversity and Equity Team                                                | 25 briefings to new hires <ul style="list-style-type: none"> <li>● 244 new hires(staff/faculty)</li> </ul>                                                                                                                                                                                                                                              |  |
| <p>Diversity Courses are offered through the Social Sciences program to undergraduate students to ensure that they understand the importance of diversity in society and the workplace</p> <ul style="list-style-type: none"> <li>● BEHS 220 – Diversity Awareness</li> <li>● BEHS 320 – Disability Studies</li> <li>● BEHS 453 – Domestic Violence</li> </ul> | # of students participating in the courses                                                                               | <p>BEHS 220 – 741 Students</p> <p>BEHS 320 – 567 Students</p> <p>BEHS 453 – 722 Students</p>                                                                                                                                                                                                                                                            |  |
| <p>Bylee Massey Award</p> <ul style="list-style-type: none"> <li>● Granted to members of the UMGC Community who exemplify the spirit of diversity, volunteerism, and innovation</li> </ul>                                                                                                                                                                     | Successful nomination period from August 2019 to November 2019; followed by granting the award to a deserving individual | Award presented during the annual UMGC Service Awards                                                                                                                                                                                                                                                                                                   |  |
| Military Operations works with students to:                                                                                                                                                                                                                                                                                                                    | # of enrolled Military Students                                                                                          | 25, 571 Undergraduate Military Students                                                                                                                                                                                                                                                                                                                 |  |

|                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                |                                                                                                                                                                                                                                                                                              |                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Choose the academic program that is right for their military or civilian career goals</li> <li>Navigate their military and veterans benefits, financial aid, scholarships, and other payment options</li> <li>Give a preliminary determination of their potential transfer credits</li> <li>Create a degree plan</li> </ul> |                                                                                                                | 3, 268 Graduate Military Students                                                                                                                                                                                                                                                            |                                                          |
| <p>Arts and Humanity</p> <ul style="list-style-type: none"> <li>UMGC currently houses the largest collection of African-American art in the State of Maryland</li> </ul>                                                                                                                                                                                           | Growth of collection and ongoing invitation for citizens of Maryland to view and experience the UMGC galleries | N/A                                                                                                                                                                                                                                                                                          |                                                          |
| <p>Resolution Management</p> <ul style="list-style-type: none"> <li>Unit within the Office of Diversity and Equity positioned to research student's concerns and forward them to the appropriate UMGC department for resolution</li> </ul>                                                                                                                         | # of inquiries/escalations                                                                                     | 290 Inquiries/Escalations received by the Office of the President for review by Resolution Management                                                                                                                                                                                        |                                                          |
| <p>Ombuds Office</p> <ul style="list-style-type: none"> <li>Established to provide confidential and informal assistance to the university community</li> </ul>                                                                                                                                                                                                     | # of visitors to the Ombuds Office                                                                             | 72 visitors to the Ombuds Office                                                                                                                                                                                                                                                             | Exploring options for training additional ombuds support |
| Stateside Diversity Training and Programming                                                                                                                                                                                                                                                                                                                       | # of diversity training, diversity observances, and outreach programs                                          | <p>Culture at Work: Becoming a Culturally Competent Professional</p> <ul style="list-style-type: none"> <li>100 Participants</li> </ul> <p>Blind Spots: How Your Bias can Trip You Up When You're Not Paying Attention</p> <ul style="list-style-type: none"> <li>12 Participants</li> </ul> |                                                          |

|                                                                                                                                                                                                                                                                                                                                                       |                                                                              |                                                                                                                                                                                                                                                                           |                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                       |                                                                              | <p>Mixed Message: The Hidden Barriers to Communication Effectively in a Diverse World</p> <ul style="list-style-type: none"> <li>14 Participants</li> </ul>                                                                                                               |                                                        |
| <p>Overseas Diversity Training and Programming</p> <ul style="list-style-type: none"> <li>Diversity and Equal Opportunities Officers are positioned in Asia and Europe to serve UMGC Students, Faculty, and Staff</li> <li>Observances include special events hosted by local military communities where UMGC staff facilitate and support</li> </ul> | <p># of diversity training, diversity observances, and outreach programs</p> | <p>Asia</p> <p>15 Trainings – 257 Participants</p> <p>22 Observances – 704 Attendees</p> <p>22 Outreach Events – 1130 Attendees</p> <p>Europe</p> <p>33 Trainings – 749 Participants</p> <p>11 Observances – 810 Attendees</p> <p>20 Outreach Events – 1208 Attendees</p> |                                                        |
| <p>Mediation Services</p> <ul style="list-style-type: none"> <li>Service developed and available university-wide 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</li> </ul>                            | <p># of mediations conducted</p>                                             | <p>13 mediations conducted</p>                                                                                                                                                                                                                                            | <p>Need to expand awareness of mediation offerings</p> |



#### **Section 4: Diversification of Faculty and Staff**

Provide a description of the one strategy that has proven most successful in increasing the diversity of faculty and staff of the campus, and what evidence demonstrates its success. (1 page)

University of Maryland Global Campus has a robust recruitment strategy to ensure we are consistently focusing on successful ways to increase the diversity of faculty and staff. Some of those strategies include partnerships with various organizations that are experts in working with diverse populations of people.

Those partnerships include:

- Getting Hired – Organization that supports employment opportunities for veterans and people with disabilities.
- Military Spouse Employment Partnership (MSEP) – UMGC Talent Acquisition conducts weekly meetings with MSEP Advisor, we attend MSEP sponsored job fairs, post all of our vacancies on their employment database, and frequently post on the MSEP social media sites, as well.
- UMGC Career Services – We have found a great way for us to mirror our student population and focus on hiring diverse individuals is through a strong partnership with UMGC Career Services. In addition, we have similar relationships with other local colleges and universities throughout the state.
- Operation IMPACT Network of Champions: Diversity program focused on assisting severely wounded service members as they transition from military service to their next career opportunity. We represent UMGC by participating in their quarterly virtual meetings and UMGC also participates in other targeted workshops conducted by this organization.

In addition to partnerships, we also remain focused on increased hiring activities through:

- Trainings and Workshops: The Talent Acquisition team benefits from many trainings and workshops. Examples include: Diversity Recruitment Best Practices, Unconscious Bias, Creating an Inclusive Work Environment for Veterans, Creating an Inclusive Work Environment, Creating a Mental Health Friendly Work Environment. Also, UMGC Talent Acquisition uses Degreed, an online learning platform, to participate in self-paced trainings focused on best practices around diversity and inclusion.
- Job Fairs, Networking Events, and Community Service: The UMGC Talent Acquisition team ensures we are casting a wide net by attending in-person and virtual career fairs, attending networking events and resume workshops, and participating in community service events to support the unemployed/underemployed population.
- Talent Sourcing: Talent Acquisition can source people based on the diversity goals of hiring leaders. Examples of this technique includes targeting candidates based on their membership or affiliation with diverse organizations – fraternities/sororities, community groups, etc.

The evidence that demonstrates the success of our partner strategy is from a results and visibility perspective. UMGC consistently hires more females than the national average and also feel our veteran hire percentages are very high (10%+).

## Section 5: Goal 3

### Reporting of Hate-Based Crimes

Provide a statement regarding the campus process for the reporting of hate-based crimes as consistent with federal requirements under Clery. Statistics are not required. (1 page)

The University is aware of the possibility that hate crimes may occur on its campuses and facilities. The cultural diversity programs in place serve as preventive measures to hate crimes. However, in the event an incident occurs, the University is prepared to respond and take immediate corrective actions. The University's response team consists of the Fair Practices Unit (comprised of the Fair Practices Officer, EEO, and the Office of Legal Affairs), Office of Human Resources, the University Security Team, and the Response Emergency Assessment Crisis Team (REACT). These groups form a primary and secondary response approach to any incident depending on the severity of the incident.

Any individual who feels they may have been subjected to a campus based hate crime or feels they are being threatened can contact the REACT Team. 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.

The University plans to continue its vigilant monitoring of hate crimes, respond to incidents immediately upon knowledge, to investigate, resolve, and take appropriate corrective actions as needed.

*Appendix*  
**Institutional Plan for Cultural Diversity**  
**University of Maryland Global Campus**

**I. Implementation strategy and a timeline for meeting goals within the plan**

The Office of Diversity and Equity was established in April 2000 to promote diversity, equity, and inclusion for students, faculty, and staff across the University of Maryland Global Campus (UMGC). The office is responsible for ensuring compliance with Equal Employment Opportunity Commission (EEOC) and Americans with Disabilities (ADA) policies. We assist all university departments and divisions to resolve affirmative action, discrimination, sexual misconduct, and ADA issues that may interfere with employees' ability to participate in programs and activities, perform work, and provide services in the workplace.

This office drives UMGC's commitment to foster diverse and inclusive working and learning environments. Our office also offers diversity and compliance training so that the UMGC community will have the skills and insights necessary to promote engagement, inclusion, productivity, and professionalism.

The Office of Diversity and Equity Office includes the following units:

- Accessibility Services Unit
- Multicultural Training and Programs
- Response Emergency Assessment Team
- Resolution Management Unit
- Fair Practices and EEO Compliance

UMGC has long recognized that cultural diversity of students, faculty and staff must be an institution-wide characteristic. With that in mind, UMGC has, through the Office of Diversity and Equity and the Organizational Development Unit, developed and regularly conducts training and development, and awareness programs that address cultural diversity (Appendix 1). The programs ensure that UMGC maintains high standards in its recruiting, cultivation and development of staff and faculty while promoting cultural diversity.

In addition to the training programs, the University has adopted and implemented core values that promote cultural diversity, creativity and respect of all individuals. These core values permeate all activities within the University. Together with our ever improving practices these core values serve as the underpinning of the successes UMGC has achieved in cultural diversity of its students, faculty and staff. UMGC's Core Values may best be described as Small Acts or attitudes that we enact in our everyday work lives.

Here are some everyday acts that convey the values:

1. Students First: Educating students is our purpose.
2. Excellence: Outstanding quality is the hallmark of our work.
3. Accountability: We are each responsible for our actions and UMGC's success.
4. Integrity: Our principles and standards are never compromised.

5. Innovation: We advance so others can benefit from our leadership.
6. Diversity: Each individual brings value to our University and our results.
7. Respect: The rights and feelings of others are always considered.
8. People Always: Our faculty and staff represent our differentiator and competitive advantage

Overall, UMGC's Diversity Plan is one that actively monitors the diversity of its staff, students, and faculty to ensure that cultural diversity, and healthy and respectful workplaces are maintained, and that practices and policies are fairly and equitably applied across all levels within the organization. Our intent is to ensure that we continue to attract and hire diverse employees; that we create a learning environment that allows students from all backgrounds to succeed; that we maintain a positive human relations climate; and that we respect our cultural diversity. Where necessary our programs and practices will be adjusted, updated and improved using current information and prudent judgments.

## II. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations

### A. Monitoring and Reporting

The University will continue to monitor the demographics of staff, students and faculty on a regular basis. Additionally, student success data, and program evaluations will be monitored to ensure the University is meeting its expectations. The offices of Human Resources and Diversity and Equity will monitor training and employee development programs to ensure that cultural and human relations issues are address proactively.

The offices of Legal Affairs, Human Resources, and Diversity and Equity will also monitor the human relations climate, to include the number and types of complaints submitted, and whether hate crimes or other cultural issues are factors. These offices will prepare a combined report on the Human Relations Climate at the University for review by senior university leaders. The report will address, at a minimum, whether cultural issues affect the human relations climate of the University, the status of recruitments, demographics of employees and identify where under representation exists and propose both long- and short-term corrective actions. Academic and student diversity issues will be monitored and reported by the Office of the Provost and Chief Academic Officer.

### B. Students

In part because of its mission as a public comprehensive institution dedicated solely to meeting the higher education needs of adult, "non-traditional" students, UMGC enjoys one of the most diverse student body of any USM institution. A glance at some characteristics of UMGC's worldwide undergraduate student body of more than 55,000 will give a sense of the extent to which they differ from the students of more traditional institutions.

UMGC's students are:

- 47% women

- 53% under-represented minorities
- 28% African-Americans

The University's ongoing student retention initiatives show that, in terms of student retention and success, it is the adult, part-time, working nature of UMGC's students that constitutes the principal risk factor for failure to succeed. UMGC has in place programs and initiatives to increase the success of its culturally diverse student body. It also has educational offerings geared toward raising awareness of diversity issues among students pursuing a variety of careers. The UMGC Strategic Plan also addresses UMGC's commitment to providing quality educational programs that meet the career goals of its students across the globe.

### **C. Academic Programs**

The Behavioral Sciences Programs have developed courses to increase and expand knowledge around diversity and inclusion. Students across the university participate in these elective courses to increase their awareness of diversity and to prepare them for their future careers. These courses include:

- BEHS 220 – Diversity Awareness
- BEHS 320 – Disability Studies
- BEHS 453 – Domestic Violence

### **D. Faculty**

In addition to the programs offered by UMGC's Office of Diversity and Equity, faculty members also receive support from the Faculty Development Office. Faculty Development host Lunch and Learn webinars and Community Meet-ups to address and discuss a wide range of topics that faculty need to consider when working with the diverse UMGC student body. These live sessions are hosted in Zoom and discuss relevant topics for higher education, technology, and pedagogy. The Faculty Development Unit ensures that staff receive regular training and development opportunities. Programming includes workshops and webinars including, but not limited to:

- Digital Rights and the American with Disabilities Act (ADA)
- Military Spouse Motivation
- Military initiatives – Overview of Success
- "Understanding and Working with Students with Disabilities"
- Title IX Avoiding Sexual Harassment in Preventing Sexual Violence
- EEO and Fostering Inclusive Practices in the classroom

### **E. Staff**

UMGC is committed to the hiring and retention of diverse employees from a variety of backgrounds, cultures, and experiences. Ongoing review of the representation of diverse staff reporting to and/or working throughout the State of Maryland suggests that the University is maintaining a culturally diverse workforce. Through Affirmative Action planning and consistent review of internal recruitment practices we are able to identify areas where the diversity of UMGc staff may need improvement.

Minorities and women are not significantly under represented or concentrated in any particular organizational unit. This does not mean that there is not more work to be done. The University continues to explore hiring, retention, and promotion trends while ensuring that there is a sufficient talent pipeline to ensure that all staff have the ability to advance throughout their careers at the University.

#### **F. Recruitment of Staff and Faculty**

The University uses an interactive process for recruiting faculty and staff. The objective of this interactive process is to determine what human resources are required, ensuring that position description accurately reflect the skills needed and to recruit in the widest possible areas and using a combination of electronic, print media, and face to face recruiting methodologies.

Staff recruitment sources include, but are not limited to, various job fairs, local newspapers, professional publications, and organizations. The University prepares and maintains a Faculty Recruitment Plan in its efforts to recruit a diverse body of faculty.

#### **III. Description of how the institution plans to enhance cultural diversity (if improvement is needed);**

As we review current diversity training and programming, we have instituted new training criteria to ensure that diversity training will be rolled out at all levels of the university. Executive Committee, President's Cabinet, and staff across the university will all be offered training to further their diversity knowledge and education. This training will consist of workshops and webinars related to Microaggressions, Unconscious Bias, Race and Social Justice in Higher Education, etc.

Further, we will be engaging staff and faculty in conversations designed to further their exploration and understanding of race, social justice, inclusivity, and racial inequities. These are designed to be small group facilitated discussions that require courage, vulnerability, and transparency.

#### **IV. Addressing Hate Crimes:**

The University is keenly aware of the possibility that hate crimes may occur on its campuses and facilities. The cultural diversity programs in place serve as preventive measures to hate crimes. However, in the event an incident occurs, the University is prepared to respond and take immediate corrective actions. The University's response team consists of the Fair Practices Unit (comprised of the Fair practices Officer, EEO, and the Office of Legal Affairs), Office of Human Resources, the Resolution Emergency Assessment Crisis team (REACT), the University Security Team and the University of Maryland Police. These groups form a primary and secondary response approach to any incident depending on the severity of the incident.

Public spaces of UMGc's facilities are periodically inspected to determine if hate graffiti in any form have been posted. When detected immediate action is taken to report and eradicate such graffiti.

The University plans to continue its vigilant monitoring of hate crimes, respond to incidents immediately upon having knowledge, to investigate, resolve, and take appropriate corrective actions as need.

## **V. Summary of Resources**

UMGC will continue to develop and enhance its programs through prudent use of current budgets and available grants. Key recommendations outside of the current plan are regularly considered in the context of the University strategic priorities. The President's Office and Executive Committee support the use of investment dollars to further the diversity and inclusion efforts as part of the strategic investment into the people that make up the University community.

## Appendix 1. Training and Development Programs

The Office of Diversity and Equity is responsible for conducting awareness programs for staff, faculty, and students to promote understanding diversity, tolerance, and to help maintain high morale within the organization. Over the past year a number of programs have been conducted, and these will continue to be developed to ensure inclusiveness of all participants. Each program covers some aspect of culture and is designed to increase the cultural competency of employees.

The Office of Diversity and Equity continues to partner with the Organizational Development Unit within the Human Resources Office to enhance UMGC's position as a high performing institution through the development of its employees by partnering with department administrators and employees in the areas of training, organizational development and work/life. These include, but are not limited to, interpersonal communication, conflict resolution, verbal and written communication, and supervisory and management skills.

We provide commemorative programs to gain better understanding of cultures, and promote positive human relations within the university community. Further, the facilitated trainings provide participants with a better understanding of the contributions of various groups to society and promote good human relations in the workplace.

Target Audience: Staff, Faculty, and students.

Some past programs include:

- Independence Day, President's Day, Constitution Day and Patriot Day
- Women's Suffrage Movement and Women Heritage
- Heritage Commemorations includes: Hispanic, Black History, Italian, Irish, Asian Pacific, German, Jewish Heritage, etc.
- National Health, includes: Aging, Breast Cancer, Disability Employment, and Mental Health
- Lesbian, Gay, Bisexual, Transgender (LGBT) and Gay Pride
- Martin Luther King Birthday
- Juneteenth
- Day of Remembrance
- Caribbean Heritage Month (Carnival)

### 11. Program Title: Poster Series (Cultural Awareness- Commemorations)

Program Description: A series of posters to commemorate the various cultures of the citizens of the US and promote positive human relations in the workplace. Poster topics are similar to the commemoration programs listed in #10 above.



Purpose of Training: To provide viewers information about whom to contact and about the various cultural events throughout the year. These posters are geared to promote diversity, safety and healthy workplace.

Target Audience: Staff, Faculty and Students

#### 12. Program Title: Bookends: Meet the Author

Program Description: This program will highlight the literary accomplishments of diverse staff, faculty and Alumni. Individuals who have authored or co-authored and publish a book will be invited to a discussion about their book and/or give a motivational speech. They will be asked to also bring copies of their book(s) for a signing session.

Purpose of Program: To provide participants the opportunity to hear firsthand from authors, engage in useful dialog which will provide them insight in a variety of topics and issues presented in the author's book.

Target Audience: Staff, Faculty and Students.

#### 13. Program Title: Management/Supervision Training

Program Description: A series of management/supervision training for several levels of supervisors. The series provides newly appointed or hired supervisors an orientation of the policies, procedures and resources to effectively function within UMGC. The series also provides basic concepts and techniques of management and supervision for employees who wish to get a better understanding of management and supervision. Finally there is a series of advanced techniques in supervision. Throughout the series there are modules covering diversity and organizational culture.

Purpose of Program: To provide participants with the skills, competencies and resources to become effective supervisors/managers.

Target Audience: Staff and Faculty



**Morgan State University  
Cultural Diversity Report**

**FY 2019 - 2020**

Submitted to:  
Maryland Higher Education Commission

## INTRODUCTION

By action of the 2017 Maryland Legislature, Morgan State University has been designated as *Maryland's Preeminent Public Urban Research University* with the responsibility of addressing the needs of residents, schools, and organizations within the Baltimore Metropolitan Area. The University is located in a residential area of northeast Baltimore, a city with a population of 611,648. Demographics for Baltimore City include the following: 63% of the residents are African American; 27.7% are White; 4.8% are Hispanic, 2.5% are Asian, 2.3% are two or more races, 0.3% are Native American and 0.1% are Native Hawaiian. For 150 years, Morgan State University has been an important part of the higher education system in Baltimore City, the State of Maryland, and the nation. Throughout its history, Morgan has served the community with distinction while meeting the educational needs of an increasingly diverse society.

### I. Institutional Plan to Improve Cultural Diversity

Morgan's motto, "Growing the Future, Leading the World," underlies the development of the University's 2011-2021 Strategic Plan. The strategic plan focuses on a core set of goals that will build a transformative educational environment enriched by diverse perspectives. Such an environment will ensure a supportive atmosphere that promotes student success, enhances Morgan's status as a doctoral research university, and facilitates the University's contribution to community development. Morgan State University serves as an intellectual and creative resource to the community, state, nation, and world, by supporting, empowering and preparing high-quality, diverse graduates to lead the world. A broad diversity of people and ideas are welcomed and supported at Morgan as essential to quality education in a global interdependent society.

Morgan State University embraces cultural diversity in its broadest sense. Morgan's diversity efforts focus attention to underrepresented racial and ethnic groups who have been marginalized. Additionally, diversity at Morgan also encompasses a commitment to enhancing the equity and inclusion of women, those who are economically disadvantaged, and those of different sexual orientations, religions, and abilities. In summary, Morgan's mission is to serve a multi-ethnic and multi-racial student body and to help ensure that the benefits of higher education are enjoyed by a broad segment of the population.

Morgan's *Strategic Plan for Enhancing Cultural Diversity at Morgan State University* (Diversity Plan) was developed by the University community and approved by the Board of Regents at its May 3, 2011 meeting. As Maryland's public urban university, Morgan is one of the nation's premiere historically black colleges and universities (HBCUs). As such, achieving and maintaining a diverse student body, faculty, and staff, is a compelling interest and important goal for Morgan. To that end, the Diversity Plan sets forth 33 goals in six core areas: 1) Students (undergraduate, graduate, and non-traditional); 2) Faculty and Staff; 3) Curricular; 4) Socio-economic; 5) Disability; and 6) Community Engagement. (See Table 1).

An assessment plan with goals, objectives, anticipated outcomes, measurements/benchmarks, assessment methods, and responsibility was developed for each core area and goal. Successful implementation of the goals in the Diversity Plan requires the coordinated and sustained efforts of all members of the University community and the systematic assessment of progress toward the goals. While all members of the Morgan community are expected to contribute to the enhancement of cultural diversity on campus, some members are more responsible than others in

monitoring the initiatives and outcomes related to the diversity goals. (See Table 1). The Office of Diversity & Equal Employment Opportunity, the Office of Assessment in Academic Affairs, and the Office of Institutional Research will use the timelines in the assessment plan to collect, analyze, and report data on the goals and six core areas of the Diversity Plan.

**Table 1: Summary of Strategic Plan to Enhance Cultural Diversity**

| <i>Major Areas</i> | <i>Goals</i>                                                                                     | <i>Measure/Benchmark</i>                                                                  | <i>Responsibility</i>                                                                                                                                                                                                                                                      |
|--------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students           | Undergraduate (UG): Goals 3-5<br>Graduate (GD): Goals 14-17<br>Non-Traditional (NT): Goals 18-21 | Number of UG-students (All)<br>Number of GD-students (All)<br>Number of NT-students (All) | <ul style="list-style-type: none"> <li>• Institutional Research</li> <li>• Admissions</li> <li>• Registrar’s Office</li> <li>• Deans</li> <li>• Office of Student Disability Support Services</li> <li>• Dept. &amp; Program Offices</li> <li>• Graduate School</li> </ul> |
| Faculty and Staff  | Tenure-Track: Goals 1-2<br>Faculty & Staff: Goals 30-33                                          | Number of faculty (All)<br>Number of Staff (All)<br>Climate Survey (All)                  | <ul style="list-style-type: none"> <li>• Institutional Research</li> <li>• Human Resources</li> <li>• Dept. &amp; Program Offices</li> <li>• Academic Affairs-Faculty Affairs, Faculty Development</li> <li>• Diversity &amp; EEO Office</li> </ul>                        |

|                      |                                                                                                         |                                                                                                         |                                                                                                                                                                                                                                             |
|----------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Curricular           | General Education Program (GEP): Goal 29<br>Exchange Program (EP): Goal 28<br>Study Abroad: Goals 26-27 | Curricular Initiatives<br>Assessment of GEP<br>Study Abroad data                                        | <ul style="list-style-type: none"> <li>• Academic Affairs</li> <li>• College of Liberal Arts</li> <li>• Office of Assessment</li> <li>• Int'l Student/Faculty Services</li> </ul>                                                           |
| Socio-economic       | Economic Disadvantaged: Goal 6                                                                          | Number of undergraduate students with family income above national mean                                 | <ul style="list-style-type: none"> <li>• Institutional Research</li> <li>• Financial Aid Office</li> </ul>                                                                                                                                  |
| Disability           | Students with Disabilities: Goals 9-13                                                                  | Professional development initiatives<br>Workshops, Seminars<br>Academic Support Lab<br>Feedback Surveys | <ul style="list-style-type: none"> <li>• Student Disability Support Services</li> <li>• Center for Career Dev.</li> <li>• Office of Assessment</li> <li>• Facilities Management</li> </ul>                                                  |
| Community Engagement | Climate: Goals 22-25                                                                                    | Community Initiatives<br>Feedback Surveys                                                               | <ul style="list-style-type: none"> <li>• Center for Global Studies</li> <li>• Int'l Student/Faculty Services</li> <li>• Division of Academic Affairs</li> <li>• President's Office</li> <li>• Academic Outreach &amp; Engagement</li> </ul> |

- The total number of undergraduate international students increased by 77% from 219 in AY 2010 to 388 in AY 2020 (Table A-1).
- The total number of graduate international students increased by 52% from 100 in AY 2010 to 152 in AY 2020 (Table A-2).
- The total number of Hispanic students enrolled at the undergraduate level increased more than 329% from 59 in AY 2010 to 253 in AY 2020 (Table A-1).
- The total number of Hispanic students enrolled at the graduate level increased 455% from 9 in AY 2010 to 50 in AY 2020 (Table A-2).

- The total number of White or Caucasian students enrolled at the graduate level increased 12% from 99 in AY 2010 to 111 in AY 2020 (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 2018, the most recent data available, Morgan is 1<sup>st</sup> in the number of bachelor's degrees awarded to African Americans in 23 fields such as civil, electrical and industrial engineering, actuarial science, transportation systems, engineering physics, etc.; 1<sup>st</sup> among all campuses in the number of master degrees awarded to African-Americans in 11 fields such as bioinformatics, mathematics, urban transportation, etc; 1<sup>st</sup> among all campuses in the number of doctorates awarded to African Americans in bioenvironmental sciences, community college leadership, engineering, English, higher education administration, history, public health, and social work; 3<sup>rd</sup> among campuses in the number of bachelor's degrees awarded to African Americans and 2<sup>nd</sup> among all campuses in the number of doctoral degrees awarded to African Americans (IPEDS Completions Data 2017-2018).

At the national level, Morgan is ranked 1<sup>st</sup> in civil engineering, electrical engineering, construction management, and 2<sup>nd</sup> in architecture, transportation systems, and family and consumer science; and 3<sup>rd</sup> in industrial engineering in bachelor's degrees awarded to African Americans. Morgan is ranked 1<sup>st</sup> in engineering, hospitality management and landscape architecture; 2<sup>nd</sup> (tied) in bioinformatics and urban transportation; and 3<sup>rd</sup> in electrical engineering in masters degrees awarded to African Americans. At the doctoral level Morgan is ranked 1<sup>st</sup> in community college leadership, bioenvironmental science, and history; 1<sup>st</sup> (tied) in engineering; and 2<sup>nd</sup> (tied) in public health in doctoral degrees awarded to African Americans (IPEDS Completions Data 2017-2018).

Morgan State University remains committed to recruiting and retaining a diverse student body and workforce. However, resources (e.g. human and fiscal) continue to be challenges to diversity. There is concern that the University lacks the required resources as compared to other campuses in Maryland with the same Carnegie designation as a Doctoral Research University. Morgan will continue to seek grants and funding sources at the state and national level to support and fulfill the mission and goals of its Diversity Plan.

## **II. Efforts to Increase the Numerical Representation and Retention of Traditionally Underrepresented Students, Administrative Staff, and Faculty**

On an annual and ongoing basis, Morgan State University employs a variety of strategies and initiatives to foster an inclusive community and to recruit diverse and underrepresented students, faculty, and administrative staff.

#### ADULT AND NON- TRADITIONAL STUDENTS

Consistent with its strategic plan goals to diversify its student body, the University continues to invest heavily in new online degree programs to attract nontraditional students. Currently, Morgan awards ten (10) online degree programs. The degree programs are as follows: 1) Applied Liberal Studies (BS); 2) 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.

#### **Morgan Online, 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. Maryland Online developed Quality Matters. Morgan State online course policy states that faculty who want to develop 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 to acquire skills in Morgan's Canvas Learning Management System and other Morgan Online Tools. Quality Matters training is also provided to graduate students to provide them with online credentials. 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 Covid-19 pandemic in 2020 caused a drastic shift from face to face learning to online/remote learning for all students. The pandemic created a surge in the number of online/remote instructors, and consequently a sharp increase in online enrollment. Three hundred (300) faculty members are Quality Matters trained. 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 776 students in hybrid courses and 3737 students in online courses during the 2019-2020 academic year. The Morgan Online director, an African American woman, serves as the President of Maryland Online. (Marylandonline.org)

The *Center for Continuing and Professional Studies (CCPS)* is designed to serve the lifelong educational needs of traditional and non-traditional students pursuing undergraduate, graduate, professional and personal growth aspirations. The CCPS coordinates a broad variety of educational activities and community services for learners from culturally diverse populations from Baltimore City, Maryland, nationally, and internationally. Some of the CCPS' programs include the following:

The ***Bernard Osher Scholarship Program***, supported by a 1 million endowment from the Bernard Osher Foundation, provides scholarships to non-traditional adult students between the ages of 25-50 to return to the University after a gap of 5 or more years in order to complete a bachelor's degree. During the 2017- 2018 academic year, scholarships were awarded to 28 Osher Scholars, 22 females and six males. Since the inception of the program, scholarships have been awarded to adult students across disciplines in the eight schools and the James H. Gilliam, Jr. College of Liberal Arts. Eighty-five non-traditional adult students have graduated from Morgan State University.

Funded by the Crankstart Foundation, the ***Crankstart Reentry Scholarship Program*** provides scholarships to adult, non-traditional students, between the ages of 25-50 to return to the University after a gap of 5 years or more to complete a bachelor's degree. In 2017, the University was awarded an additional \$200,000 from the Crankstart Foundation. The program has provided a total of 20 scholarships to adult, non-traditional students. Twelve females and eight males received Crankstart Reentry Scholarships for the 2017- 2018 academic year.

The ***Improved Opportunities for Parents (IOP) Program*** provides funding to help adult individuals, especially student-parents, obtain a bachelor's degree. Twenty student-parents, 13 females and seven males, received IOP funds during the 2017- 2018 academic year with five graduating from Morgan State University.

#### TRADITIONALLY UNDERREPRESENTED STUDENTS

Goals 3-5, 14-17, and 18-21 of the Diversity Plan are designed to increase the numerical representation of traditionally underrepresented students at Morgan State University. Goals 3-5 and 14-16 are designed to recruit, admit, retain and graduate greater numbers of Caucasian, Hispanic, and Asian undergraduate and graduate students. Goal 17 is designed to increase the percentage of international students enrolled at Morgan. Goals 18-21 are designed to recruit, admit, and retain a greater number of non-traditional students (over the age of 25). Examples of strategies utilized by the University include: 1) hiring a diversity admissions officer; 2) open house in fall and spring semesters to engage parents, diverse students, and schools in the recruitment process; 3) campus tours to invite diverse students from different geographic areas to experience campus life; 4) overnight programs that target underrepresented and international students; and 5) enhance monitoring and review of applications from underrepresented students. Examples of targeted programs that address underrepresented student recruitment, retention, and graduation are outlined below.

#### **Summer Bridge Programs**

Morgan offers several summer bridge programs designed to increase student academic success and retention. For example, Morgan State University's ***Center for Academic Success and Achievement (CASA)*** sponsors CASA Academy, an alternative admissions program for students who do not meet the SAT/ACT requirements for regular admission. Starting with the 2021 cohort, students who do not meet the cumulative high school GPA requirement for admission, will be eligible for CASA Academy. CASA accepts up to 300 students each year, and all participants who successfully complete the summer bridge program are guaranteed admission to the University for the fall semester. The six-week program offers a wide range of activities including developmental courses, study skills, mandatory tutoring, peer mentoring, academic advising, career exploration, orientation to the campus and its offices and resources, opportunities for personal/social development, and an avenue for parent involvement. Also, since 2010, CASA has required students to engage in a common reading experience related to a social issue. CASA also provides a First Year Experience Program, designed to provide students with a successful transition from high school to university, and a Second Year Experience



Program, designed to build on the success of student initiatives from the first year.

### **International Diversity at Morgan**

The Division of International Affairs in addition to several University initiatives contribute directly to international diversity at Morgan.

**Division of International Affairs.** The mission of the Division of International Affairs is consistent with the mission, and strategic goals of the University, that of preparing diverse and competitive graduates for success in a global, interdependent society Morgan State University has established over 40 international relationships with institutions of higher learning in countries that include: Brazil, Botswana, Cameroon, China, Cuba, Ethiopia, Ghana, Haiti, India, Jamaica, Mexico, Nigeria, South Africa, United Arab Emirates and Zambia.

Our current international student population accounts for approximately 540 students from over 50 countries, of which 73% hail from Nigeria, Saudi Arabia and Kuwait. As such, the Division of International Affairs is actively seeking to grow our relationships with East and Sub-Saharan Africa, China and South East Asian nations throughout 2018-2024.

Among the programs in the Division of International Affairs that support international diversity at Morgan are:

- The Center for Global Studies and International Education
- The Office of Study Abroad & Scholar Exchange
- HBCU-Brazil (Alliance) Program
- The Office of International Student and Faculty Services
- The Fulbright Program

The ***Center for Global Studies and International Education (CGSIE)*** is the institution's arm for facilitating the university-wide efforts to internationalize the curriculum across disciplines, in a fashion that is consistent with the President's vision of "*Growing the Future and Leading the World!*" To achieve this goal, CGSIE serves as a gateway to the globalization of the local and regional communities and their minority populations. As well, the Center works collaboratively with academic departments to enhance student and faculty development through workshops, study abroad, internships, exchanges and other relevant international education programs. This thought process incorporates into the Morgan rubric a basic tenet of the Center's efforts in assisting the College/Schools with the provision of an international focus to programs that nurture globally savvy and competent graduates.

***Our Commitment to Internationalization.*** Globalization requires that institutions of higher education graduate globally- competent citizens and professionals. Morgan State is committed to doing this by broadening the scope of student, faculty, and staff awareness of the world in which they live, through travel, experiential and service learning, and collaborative international research at home and abroad. In a post 9/11 world, and for national security reasons, this undertaking becomes even more urgent.

As an integral part of the university's goal of providing a holistic education to its students, the ***Office of Study Abroad & Scholar Exchange*** is charged with creating an enabling environment on campus for students to successfully engage in international experiential learning. In doing so,

students have the opportunity to broaden the scope of their knowledge of other languages in particular and cultures in general. To date, over 415 students have participated in either a study/intern/volunteer and/or teach abroad program through one of our third-party affiliates or a faculty-led program.

Additionally, the Office supports the exchange of visiting scholars who participate in work-and study-based exchange visitor programs. This exchange of visitors promotes interchange, mutual enrichment, and linkages between research and educational institutions in U.S. and foreign countries. Particularly at Morgan, it helps to diversify our research interests and increase mutual understanding between populations of the United States and those of other countries through educational and cultural exchanges.

The ***Office of International Student & Faculty Services*** is charged with meeting the administrative, advising, and programming needs for the nonimmigrant students, staff, and faculty at Morgan State University. Services provided by the Office of International Student & Faculty Services include:

- Immigration information workshops
- Orientation programs for new international students
- Employment workshops to provide information on the various types of employment available to F-1 students; campus employment, CPT, OPT and economic hardship applications
- Assistance with preparing and/or filing initial petitions to include H-1B petitions, program extension, SEVIS school transfer in/out, preparation of depended forms, reinstatement, and other regulatory compliance processes
- Advising services to the International Student Associations and the Morgan State community at large on all immigration-related matters
- SEVIS reporting to safeguard student status by providing the U.S. Department of Homeland Security with timely and accurate updates of enrollment activities.
- Collaboration with other university international stakeholders to facilitate the infusion of global themes throughout the formal and informal curriculum
- Facilitation of inter-cultural programs and activities with the primary aim of exposing the Morgan community to the importance and advantage of being aware and sensitive to the diversity of cultures in our campus and the wider community.

***The Fulbright Program.*** Morgan State University has long been the Fulbright leader among historically Black colleges and universities. A total of 141 awards for Fulbright-related grants for study, research, and/or teaching in 44 different countries have been offered to 125 Morgan State University students/ graduates. As well, 72 awards to 41 countries have been offered to 51 Morgan State professors (47) or administrators (4). These awards are made through the Institute of International Education, the U.S Department of Education, and the Council for International Exchange. Fulbright Scholars from Morgan have often stressed not only the academic advantages of studying in a foreign milieu, but the personal and cultural rewards as well, the enlightenment gained from close contact with new languages and ways of life. The Director of the Fulbright Program is fully committed to ensure that Morgan students are successful in their international academic pursuits.

***English as a Second Language (ESL) Program.*** The ESL Program is committed to providing intensive language instruction and rich local and regional cultural experiences which will empower our students that are learning English as a second language to become successful students in the

mainstream classroom and productive members of our community at home and beyond. The ESL Program is administered by the Division of International Affairs and consists of three interrelated components: language instruction, cultural immersion and educational field experiences.

### **Intervention and Support Services for Students**

Morgan's 2011-2021 Strategic Plan includes indicators designed to focus considerable attention on the "educational attainment gap between the races." Consistent with the focus of the Strategic Plan, the purpose of Morgan State University's *Office of Student Success and Retention* (OSSR) is to work in collaboration with the various schools, colleges, and academic support programs of the University to provide continuous, quality support for undergraduate students from matriculation to graduation with a focus on academic success and achievement. Through OSRR, the University continues to implement an effective student success model, one which includes a comprehensive early alert system, intrusive advising, ongoing tracking and monitoring of student cohorts, transparent and consistent note-taking, and specific programs and initiatives designed and delivered to increase student retention rates and promote degree completion. The work of the OSSR has helped to increase retention and graduation rates, from a 63% (2006 cohort) to a 71% (2018 cohort) retention rate in 2019 and from a 28% (2005 cohort) to a 43% (2013 cohort) graduation rate in 2019. The Fall 2017 retention rate is up an additional +2 points to 75.2% for the Fall 2016 cohort of freshmen, and the graduation rate for the 2012 cohort is 39%. The Office of Student Success and Retention also manages new student and parent orientation, placement testing, Starfish Retention Solutions' Early Alert and Connect systems, first-year advisement, financial literacy, alumni mentoring, and academic recovery among other programs and services.

The Office of Residence Life & Housing (ORL&H) sponsors the *Academic Enrichment Program* (AEP). This program offers tutorial/study sessions through workshops, seminars, individualized tutoring, and computer tutorial for students residing in a residence hall. The AEP tracks the grades of resident students and provides support as needed. New and returning students who have a G.P.A. below 2.0 are mandated to receive tutoring services. Additionally, a component of the AEP is the International Student ConneXion. This program provides a host of academic and campus engagement support services for Morgan's international student population.

### TRADITIONALLY UNDERREPRESENTED FACULTY AND ADMINISTRATIVE STAFF

Morgan remains committed to recruiting and retaining a diverse workforce. (See Tables A-3 and A-4). Morgan has a well-credentialed faculty that is racially and ethnically diverse. This represents a continuation of a long tradition at the University. Diversity is particularly valued by today's college-age population and Morgan's degree of diversity among members of its faculty differentiates it from most other Maryland campuses. For example, among 690 total faculty (full-time and part-time) at Morgan, 53% (368) are males and 47% (322) are females. African-Americans comprise 48% (330) of the faculty at Morgan. White faculty (99) and International faculty (112) comprise approximately 14% and 16% of the faculty at Morgan respectively.

The *Office of Diversity and Equal Employment Opportunity* (EEO) continues to provide sensitivity/cultural competency training and diversity activities. These activities are designed to: 1) address cultural diversity among students, faculty, and staff; 2) educate the university community about laws governing equal opportunity; 3) reduce discrimination complaints; and 4) create an environment that promotes the recruitment and retention of underrepresented faculty, staff and students. Additionally, meetings are held with search committees as needed to provided tips on

how to avoid engaging in discriminatory behavior during the selection process, recognizing and avoiding bias and prejudice, structuring a job-based interview, and asking appropriate interview questions.

The ***Office of Faculty Development***, a unit under the auspices of the Division of Academic Affairs, provides opportunities for faculty to explore issues around diversity and cultural competency/sensitivity through faculty institutes, conferences, workshops, seminars, and trainings. These experiences foster dialogue and collaboration among faculty of diverse backgrounds, orientations, and perspectives and serve to promote retention of underrepresented faculty. Additionally, orientation sessions for new faculty integrate attention to diversity issues. The Office of Faculty Development also provides faculty with mini-grant opportunities to: 1) support curricular development in all disciplines, with particular attention given to issues of diversity and cultural competency; 2) develop interdisciplinary, and cultural diversity initiatives; and 3) promote faculty development. Additionally, promotion and tenure training is provided to support and retain underrepresented faculty.

Through the ***Office of Public Relations and Communications***, the University has expanded its advertisement efforts in order to reach a more diverse applicant pool. Advertisements are regularly placed in various publications such as the Professional Woman's Magazine, Hispanic Network, U.S. Veterans Magazine, Diverseability, and the Black EOE Journal.

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

Morgan State University utilizes ongoing cultural training programs, curricular initiatives, and community partnerships to create positive interactions and cultural competence and awareness within the University community. Examples of the initiatives related to the aforementioned processes are the focus of this section.

#### *CURRICULAR INITIATIVES*

The ***Center for Excellence in Teaching and Learning*** (CETL) at Morgan State University is a unit under the auspices of the Division of Academic Affairs, and was opened in May 2017. The overall goal of the Center is to enhance the quality of teaching through the delivery of innovative and socially inclusive, active learning environments that promote greater student retention and success. Over the summer, 14 faculty members from the College of Liberal Arts and 20 graduate teaching assistants participated in a 20-hour training institute on how to integrate active learning strategies into large enrollment courses they were assigned to teach in the Fall of 2017. Throughout the 2017-2018 academic year, 91 faculty and staff, as well as doctoral students attended 29 workshops at CETL. Three workshops—Culturally Responsive and Equitable Teaching: What Does This Mean and Can It Be Measured; Cross-Cultural Teaching Resources and Internationalization of HBCUs; and Creating Culturally Responsive and Equitable Learning Environments for Our International Students—specifically covered diversity and equity issues, and were attended by 22 faculty and staff. In addition, during the fall of 2017, the “Culturally Responsive and Equitable Teaching Survey (CRETS)” was sent to 829 international students on campus. CRETS assesses students’ perceptions of their professors in three areas—Teaching Practice, Cultural Engagement, and Equity.

The **General Education Program** establishes a number of significant goals and high expectations for Morgan students. Students who complete the program are expected to exhibit the following outcomes as it relates to cultural competence and awareness:

- Demonstrate integrated knowledge of the heritage, culture, social structures, and accomplishments of autochthonous African cultures and African-American Civilization;
- Demonstrate a global perspective and integrated knowledge of the heritage, culture, social structures and accomplishments of one Non-Western Civilization; and
- Demonstrate integrated knowledge of the political, social, and economic development of American society in relation to the world, of the history and geography of America and the world, of civic affairs and responsibilities, of personal, interpersonal, intergroup and intra-group relations, and of learning, work habits, and career choices.

The College of Liberal Arts offers a minor to undergraduate students in the area of **Women's and Gender Studies (WGS)**, whose mission is to educate students about the importance of gender equity, to promote critical thinking about the role of gender across all disciplines and in all areas of life. It also provides analytical frameworks for the examination of gender, race, ethnicity, class, and sexuality. The mission is dependent upon trans-disciplinary teaching, research, and programming for success, and it recognizes that gender, race, class, ethnicity, age, sexuality, and nationality are crucial aspects of identity and can best be understood primarily through their intersections. Annual programming, available to the entire University community, includes such program as virtual sessions to encourage women in the field of engineering, Black Women and the Suffrage Movement, Cyber Sisterhood, recognition of the Transgender Day of Visibility (March), and the Women's History Month Convocation (March).

The **Division of Academic Affairs** collaborates with deans, chairs, faculty, and student organizations to ensure curriculum diversity at the undergraduate and graduate levels. Examples of data collected include, but are not limited to, the following:

- Study abroad initiatives
- Diversity or multicultural initiatives
- Diversity of educational experiences available to faculty and students
- General Education Program and curriculum diversity initiatives
  - Undergraduates' knowledge of diversity issues, understanding of pluralistic societies, engagement with peers from diverse backgrounds, and the development of competencies for success in a multicultural world;
  - Interpersonal communication and acquiring the abilities to relate to and work effectively with diverse groups of people; and
  - Social responsibility and tolerance and respect for diverse groups of people and a disposition towards responsible citizenship and building a connection to the community.
- First year experiences related to diversity
- Service and community-based learning experiences
- Internship opportunities in diverse settings
- Capstone experiences and projects

As an accredited academic institution, MSU's **Center for Continuing and Professional Studies (CCPS)** offers **Continuing Education Units, Professional Development Hours (PDHs)**, and **non-credit courses** in order to meet the **workforce development and training** needs of a variety of individuals and organizations from around the country. Through partnerships with organizations such as, American Contract Compliance Association, Blacks in Government, Ministerial Interfaith Group, Women of Color in STEM, Black Engineer of the Year Award (BEYA) STEM Global Competitiveness, and Grandparents and Caregiver training opportunities are provided for individuals seeking professional development. Several options are offered for course delivery, including face to face, blended and through specialized intensive institutes. Through a partnership with ed2go, anyone may enroll in online non-credit classes focused on workforce readiness, professional development and personal enrichment activities. These training programs prepare individuals, including adults with disabilities, to launch a career or advance an existing one by developing new skills and knowledge for today's competitive job market.

Morgan State University is the premier source for individuals seeking academic and personal enrichment courses. A variety of **summer programs** are operating on campus this year, offering classes and workshops in science, technology, engineering, mathematics (STEM) fields, history, transportation, wrestling, football, volleyball and art. Many of the programs focus on recruiting students from diverse linguistic, cultural and economic backgrounds with the goal of encouraging talented individuals from historically underrepresented groups to attend Morgan State.

#### UNIVERSITY-BASED OUTREACH INITIATIVES

The **Office of Diversity & Equal Employment Opportunity (EEO Office)** is charged with the day-to-day implementation of the non-discrimination policies of Morgan State University. One of the major responsibilities of the EEO Office is to educate the University community about affirmative action and equal employment opportunity laws, and to ensure compliance with statutory and regulatory requirements in this regard. The EEO Office also collaborates with all units at the university (e.g. colleges, schools and divisions) to ensure successful implementation of the Diversity Plan, and in turn, create a more diverse community. The EEO Office will continue to expand educational efforts relative to diversity and is in the process of incorporating an online training program to ensure ongoing educational opportunities are available to the University community.

The **Office of Student Disability Support Services (SDSS)** a unit under the auspices of Academic Affairs is dedicated to assisting all students with disabilities to accomplish their scholastic and career goals by supporting their academic and advocacy skills. SDSS is committed to providing all services and operating programs in accordance with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, as amended. Students with a disability register with SDSS for reasonable accommodations. Through the provision of reasonable accommodations, it is the goal of SDSS to support the academic success of students with disabilities by continuously working to eliminate the physical, technical, and attitudinal barriers that can impede progression to graduation. Reasonable accommodations at the university include, but are not limited to; housing, dining, mobility, classroom and learning support services (i.e. note-takers, interpreters, technology, etc.), testing services for course examinations and quizzes and sign language and transcription services. To ensure access and implementation of reasonable accommodations, SDSS collaborates closely with various departments on campus such as Residence Life and Housing, Design and Construction, Records and Registration and more. Morgan has a large population of international students registered with SDSS, which serves to create collaboration between SDSS and the Office of International Students and Faculty Services. SDSS also provides outreach to local high schools and participates in orientation events on-campus to share information on reasonable accommodations for students with disabilities. In addition, SDSS

focuses on faculty and staff training both within individual departments and also with The Center for Excellence in Teaching and Learning. Collaboration efforts are made with all departments on campus as well as with faculty to ensure students with disabilities are supported. In FY 2019-202, SDSS launched a social media presence on Instagram to reach and stay connected with MSU students and the public.

### **Lesbian, Gay, Bisexual, Transgender, Queer, Ally (LGBTQA) Advisory Council**

The LGBTQA Advisory Council was established by the University President, Dr. David Wilson, in 2013 to assess and make recommendations for improving the campus climate and resources for LGBTQA students, faculty and staff. In addition, its charge was to promote personal, physical, and emotional safety while identifying ways to create educational and social opportunities and inclusion of issues of sexuality and gender identity and expression in recruitment, accommodations, academic and social programming at Morgan State University. The LGBTQA Advisory Council continues to work on its Sustained Inclusivity Action Plan focused on facilitating LGBTQA inclusion within nine (9) areas at the University: Institutional Infrastructure and Policy; Academic Affairs; Student Affairs; Recruitment, Retention and Alumni Efforts; Housing and Residence Life; Campus Safety; Counseling and Health; Academic and Community Outreach; and Faculty and Staff Support. Through these efforts, the LGBTQA Advisory Council has made significant strides over the last year to ensure that issues of sexual orientation and gender identity and expression are included in the framework of diversity at Morgan State University, strengthen the University's commitment to gender identity and expression within the University community by providing trans-inclusive programs and services; assessing University policies and procedures to ensure specific attention to the development of trans –sensitive policies and procedures to support LGBTQ people.

Morgan State University also has a “*Safe Space*” program which offers strategies for preparing students, faculty, and staff to be effective allies to the LGBTQ community by placing a safe space symbol in a visible location in a person's office. This allows the LGBTQ community to identify those persons with whom they can talk without fear of repercussion.

### COMMUNITY RELATIONS AND PARTNERSHIPS

Morgan continues to serve as a catalyst for positive change in the community. The University works with local, regional, national, and international governmental and private entities to fulfill its Diversity Plan. Examples of community initiatives include, but are not limited to, the following:

- The ***Morgan Community Mile Initiative*** is a university-community partnership that involves residents, businesses, public agencies, and other stakeholders in making the community a better place. The five priority areas for the initiative are: 1) health and safety; 2) youth and education; 3) environment; 4) live-work-spend in the community; and 5) strengthening university/community relations.
- Morgan's ***Upward Bound Program*** provides first-generation, low-income high school students with access to postsecondary education as full participants. The Upward Bound is designed to enhance the academic and personal skills of qualifying Baltimore City Public School Students (BCPS) while preparing them while in high school for college admission, retention and graduation.

- During the third week of November every year, Morgan celebrates ***International Education Week (IEW)***. This campus wide celebration is an opportunity to celebrate the benefits of international education and exchange worldwide. Morgan State students, faculty, staff and neighboring communities are encouraged to attend and to participate in the week of events. The theme for 2017 was “*Celebrating 150 Years of Cultural Diversity.*”
- The International Student Organizations, led by the Office of International Student and Faculty Services hosts the ***FEVER Program***. FEVER is an annual inter-cultural showcase and celebration of the various cultural groups within the Morgan State Community. Expression is done through the art forms of song, dance, and drama. In a broad sense, participants are drawn from America, Africa, Europe, Asia, Latin America and the Caribbean. While FEVER is primarily a student driven event, every effort is made to partner with faculty, staff and community groups.
- The Saudi Student Association and Office of International Student and Faculty Services hosted the ***Saudi Arabian Cultural Mission’s Graduation*** for 12 schools in the Maryland, DC and Virginia area. Approximately 1,700 Saudi guests visited the campus for this event.

The University’s ***Office of Community Service*** was created to develop and implement dynamic community service programs that boldly address the educational, social, cultural and recreational needs of the under-represented, the educationally "at-risk" and the homeless residents in the Baltimore metropolitan area. By organizing multidimensional, holistic programs, which involve university students, faculty, staff, community organizations, government agencies, businesses, school children, and parents, the Office of Community Service positively impacts the educational, social, cultural and recreational problems of Baltimore's inner-city population. While each of the community service programs vary in size, structure, and focus, they share the same goal of improving the educational challenges of Baltimore's urban population.

#### **IV. Other Central Diversity Initiatives**

In recognition of the ***growing religious diversity*** among faculty, staff, and students within the University community, the University chapel offers chaplain services for various ministries, including Episcopal-Anglican, Muslim, Lutheran, Baptist, Roman Catholic, Intersity, and Apostolic.

#### **V. Hate Crime Reporting**

Campus-based hate crime incidents are reported to and investigated by the University’s Police and Public Safety Department. In accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the University publishes an annual Campus Security and Fire Safety Report. The report includes data on all campus-based hate crime incidents. Copies of the report are made available in hard copy and are posted on the University’s website.



# ST MARY'S COLLEGE *of* MARYLAND

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*The National Public Honors College*

## St. Mary's College of Maryland Cultural Diversity Report

2020

## Introduction

Inclusive Diversity at St. Mary's College of Maryland (SMCM) is 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 Division of Inclusive 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, equity, accountability and access are prominent themes that recur throughout the College's [Strategic Plan](#).

During 2019-20, the IDE Division was led by Dr. Tayo Clyburn. As the Vice President for Inclusive Diversity and Equity (VPIDE)/Chief Diversity Officer (CDO), Dr. Clyburn built upon the existing College programs and began to develop additional programs to engage and encourage the campus community in the work of IDE. However, Dr. Clyburn's initiatives were negatively affected by the COVID-19 pandemic. The pandemic and the social unrest that occurred in the spring forced the office to pivot online to provide services and support. Over the summer, Dr. Clyburn decided to depart SMCM for other opportunities, and the decision was made to bring in an interim CDO for the 2020-21 academic year. The interim CDO is Mr. Kelsey Bush, an alumnus of SMCM, who will be working on maintaining the existing programs while shifting the office toward an expanded operation in 2020-21 and beyond.

Throughout 2019-20, through the collaborative efforts of the VPIDE/CDO 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 2020-21 academic year will be a year of transition as we welcome a new CDO and begin to reshape the office to meet the immense needs of our campus community during the time of COVID-19, we expect to expand and deepen cultural diversity efforts involving faculty and staff collaboration, student integration, and administration engagement.

Highlights of the 2019-2020 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 [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 2019-20, several campus offices engaged in multiple efforts in the areas of outreach, financial aid, marketing, and external partnerships.

Outreach efforts in the [Office of Admission](#) 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 continued to collaborate with the SMCM [DeSousa-Brent Scholars Program](#), a program for underrepresented students who are a good fit for the College, to maintain previously increased (from 40 to 60) new student enrollment target.

The [Office of Student Financial Assistance \(OSFA\)](#) has implemented programming to address the needs of underrepresented students. This include targeted communications and outreach for those eligible for financial aid programs as well as to first-generation students. OSFA has also completed off-campus outreach in Montgomery County, St. Mary's County and on campus to educate students and families on the financial aid process.

[The Office of Alumni Relations](#) is engaged in creating new affinity groups, in partnership with the College's Alumni Council, to build off the success of its Black Alumni Chapter, which continued to host mentoring events and panel discussions. The [Landers Scholars](#) scholarship initiative awards fully funded four-year scholarships (tuition, fees, room and board) to low-income, first-generation and/or underrepresented students from Maryland. The program also provides first-year mentoring for each recipient. There are currently 12 students in the program. This scholarship, along with the College's DeSousa-Brent Scholars Program, is externally marketed to prospective students, families and counselors across Maryland. Application and enrollment fee waivers were continued for low income and [first-generation applicants](#). The enrollment deposit was reduced by 50% for Fall 2020 incoming students to offset the impact the COVID-19 pandemic had on low-income students.

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. The [Office of Inclusion, Diversity and Equity's webpages](#) were overhauled for the new vice president in 2019-20. A graphic identity was created as well as flyers, posters and numerous social media postings for related messages. The integrated marketing team ensured all videos on its College YouTube channel were closed captioned. Partnering with the College's disability office, it is now working to do the same for Admission and College events. The team continues to follow accessibility standards for the College's smcm.edu website and internal daily communication vehicle, InsideSMCM.

SMCM also worked to maintain external partnerships, and seek new ones, to aid in supporting students from all backgrounds. In 2020 SMCM entered into an agreement to host the east coast National Hispanic Leadership Conference. SMCM is 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 2019-20, 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 Early Alert 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 2019 that met or exceeded the target for the percentage of minority students for the seventh year in a row (see Table 1 below). The Fall 2019 entering class also included 23% first-generation college students and 22% Pell recipients, exceeding both targets. 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 2019**

|                                                                        | FA12 | FA13 | FA14 | FA15 | FA16 | FA17 | FA18 | FA19 |
|------------------------------------------------------------------------|------|------|------|------|------|------|------|------|
| Entering first year class who are minorities (Goal: 25%)               | 17%  | 27%  | 33%  | 27%  | 31%  | 27%  | 25%  | 33%  |
| Entering first year class from first-generation households (Goal: 20%) | 15%  | 19%  | 19%  | 19%  | 18%  | 25%  | 21%  | 23%  |
| Entering first year class receiving Pell Grants (Goal: 20%)            | 12%  | 23%  | 18%  | 21%  | 19%  | 20%  | 17%  | 22%  |

**B. Recruitment and retention of a diverse faculty and staff**

Several strategies continued to be implemented in 2019-20 to work toward attracting and retaining a diverse faculty and staff, which is also a prominent aspect of the [Strategic Plan](#).

Regarding faculty, the 2019-2020 academic year represented somewhat of a pause in tenure-track hiring. Pending the results of a holistic review of the College’s complete academic program array, tenure-track hiring did not occur during 2019-2020, with the exception of one librarian.

SMCM expanded its external recruitment venues (web sites, trade publications, consortiums, etc.) and began attending job fairs 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 applicant tracking platform, Interfolio. Updates and progress on all efforts were shared with the President and the Executive Committee. The Office of Human Resources was unable to host the State of Maryland 2020 EEO Retreat due to COVID-19.

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. 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 variably 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 Fall 2016 to 29% in Fall 2018 (see Table 2 below). While the percentage fell a bit for Fall 2019, it is still higher than the low of 23% in Fall 2014. 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 incoming tenure-track faculty in the following two years had minority status. On a positive side, retention of underrepresented faculty members has been strong in recent years; since 2009, 94% (16/17) of minority faculty members were retained through the third-year review milestone, compared to 83% (53/64) of all faculty; and 70% (7/10) of minority faculty members earned tenure after the sixth year, compared to 69% (24/35) of all faculty.

**Table 2. Percent Minority Full-time Faculty and Staff, Fall 2012 through Fall 2019**

|                                                                               | FA12 | FA13 | FA14 | FA15 | FA16 | FA17 | FA18 | FA19 |
|-------------------------------------------------------------------------------|------|------|------|------|------|------|------|------|
| Percent minority of all full-time tenured or tenure-track faculty (Goal: 20%) | 14%  | 17%  | 17%  | 18%  | 16%  | 17%  | 16%  | 14%  |
| Percent minority of all NEW full-time tenure-track faculty (Goal: 30%)        | 20%  | 30%  | 0%   | 0%   | 8%   | 43%  | 0%   | 0%   |
| Percent minority of all full-time (non-faculty) staff (Goal: 28%)             | 25%  | 24%  | 23%  | 24%  | 24%  | 27%  | 29%  | 27%  |

### III. Efforts to Promote Positive Interactions and Cultural Awareness

St. Mary's College is committed to providing learning opportunities (in and outside the classroom) that enhance each member's ability to positively interact with diverse individuals while creating a strong sense of community in which all members thrive and are successful. This commitment is evident in diversity-focused professional development of employees, campus-wide diversity training, 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 IDE division worked with the Center for Inclusive Teaching and Learning (CITL) to provide a culturally proficient leadership program, and brought in Dr. Maurice Stevens to lead a program on trauma and disabilities.

The 2019-20 academic year saw the continuation of the DiversitySMCM program, a diversity training program for faculty, staff, and students. The two-phased program included an online training module offered by DiversityEDU, as well as a highly interactive in-person group session to discuss the application of the module's contents. The DiversitySMCM training is provided to all first year students and new employees. The combined program captures three key aspects of social justice/change: awareness raising, knowledge acquisition, and skill development/application.

Several new initiatives were implemented in 2019-20:

**St. Mary's Day:** Extending the learning and theories introduced in the DiversitySMCM program, the IDE division, with support from the Center of the Study of Democracy and the Division of Student Affairs, developed a day-long program focused on civil discourse and the impact on the SMCM community. With three separate modules and guest speakers, as well as breakout sessions for professional development of staff and faculty, the campus-wide event was designed to educate and reinforce the college's commitment to IDE practices in all aspects of operations and engagement. Unfortunately, the March event was cancelled due to COVID-19 restrictions. Once COVID-19 restrictions are lifted, it is the intent of the division to reschedule the event.

**Webinar Series:** In an effort to develop an ongoing learning experience, the IDE division hosted a webinar series titled "Talking About Race". Facilitated by Mx. Lena Teeney, Coordinator of Public Engagement for the Kirwan Institute for the Study of Race and Ethnicity at The Ohio State University, the series was well received by the campus community.

**Under Represented Minority (URM) luncheon:** The luncheon for staff and faculty was designed to build a sense of community among the URM faculty and staff. Based on survey results and feedback, a lack of relationships and support within the campus' BIPOC community was a primary concern impacting retention of said staff and faculty. The lack of BIPOC faculty has been linked to student retention issues, and therefore a focus area for IDE.

**CITL / Development of Culturally Proficient Leadership Program:** 13 students (faculty and staff) participated in the inaugural class. Co-hosted by Sam Elliott and Tayo Clyburn, the course focused on diversity practices in leadership and teaching.

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 division of Inclusive Diversity and Equity; the Division of Student Affairs; and the Office of Human Resources.

Outside of the IDE division, the integrated marketing team is responsible for promoting events, programs, and faculty, staff and student accomplishments underscoring diverse experiences and backgrounds. The team is creating, along with a Commemorative Review Committee, a virtual dedication in November 2020 for the Commemorative to Enslaved Peoples of Southern Maryland to be erected on campus in late October. The team has communication plans planned or launched for such programs as the annual MLK Prayer Breakfast, annual Lavender Graduation, One Community: Bridging Divides lecture, The Imperative of Ending Capital Punishment to Achieve Racial Equality lecture, A Pledge to Truth and Civility lecture, and Liberty and Justice for All—History of Voting Rights in America lecture. Because these events are held virtually, the team does extensive outreach to the College's numerous stakeholders to encourage engagement and participation.

The integrated marketing team also supports the President's Heritage Month initiative, featuring historic and contemporary figures who embody and honor each heritage. Individuals are featured monthly in banners across campus, on the College's website, in social media and in the College's daily newsletter. The team also worked with the College Bookstore to create LGBTQ+BIPOC t-shirts and promoted the College in such publications as Southern Maryland Women and the Homeschoolers Guide.

#### **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 implement a comprehensive sexual harassment prevention training program for all employees in compliance with Maryland law HB 1423. Trainings were suspended in March 2020, however, after the Maryland Department of Management and Budget suspended the time requirements of the law after the onset of the COVID-19 pandemic.

#### **B. Curricular Initiatives Promoting Diversity in the Classroom**

SMCM's [LEAD Curriculum](#) was formally adopted by the faculty last year. As with our Core Curriculum, LEAD includes two requirements that are key to enhancing cultural diversity as a component of the educational experience. One of these is coursework in International Languages and Cultures — a subject taught at St. Mary's College in such a way as to embed language study in a study of culture. This requirement has been expanded under LEAD: the College now requires students to complete a language course at the level of placement or to the 102/110 level. This ensures that students' experience with the language is developed enough to provide the intercultural experience that the requirement is meant to support. The second requirement is now called "Cultural Literacy" (formerly Cultural Perspectives). Like our Cultural Perspectives requirement, this new category 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. The revised category, however, makes more explicit how such differences are connected to socioeconomic and other forms inequality. These courses might examine theories of race and ethnicity or investigate diverse issues related to globalization.

During the 2019-20 year, the College continued its efforts to improve both curricular and pedagogical supports for diverse students. The [Center for Inclusive Teaching and Learning](#) provides 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). Last year this included a learning community for faculty and staff that focused on culturally proficient leadership as well as regular programming in support of inclusive pedagogy. Although the 2020 [Inclusive and Innovative Instruction Conference](#) was cancelled in light of COVID-19, the Center has been a critical support for helping faculty to adapt their classroom practices to a remote environment without disadvantaging underrepresented learners. The CITL sponsored a month-long workshop on hybrid teaching this past summer, and has been on call to work directly with instructors throughout the pandemic.

In addition, 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. Based on this work, the Department of Psychology has recently submitted a revised version of their major curriculum to the College's Curriculum Review Committee.

### **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. Description of One Successful Strategy: The Faculty Mentoring Cohort Model**

Mentoring for new faculty members at St. Mary's College had long used a traditional faculty mentoring model based on a one-to-one pairing of a new hire with a tenured instructor for open-ended discussions. In an effort to build a more cohesive support structure for new faculty, SMCM implemented the research-driven model known as the Faculty Mentoring Cohort (FMC) in 2016. As had been the process in the past, new faculty are paired with faculty from outside their discipline. However, the FMC is distinctive from traditional mentoring programs in two primary ways.

First, the FMC model organizes teams of two established faculty members and a two newly-hired full-time instructors (either tenure-track or full-time visiting faculty). Here, the goal is to widen the conversation regarding pedagogical and professional expertise, and by building in both peer and mentor dimensions, to reduce the potential anxiety and resistance to asking frank questions produced by the one-on-one mentoring model. The team approach also helps sidestep the inherent power differential built into the traditional mentor/mentee dyad, and the tendency toward “academic cloning” of junior faculty in the senior faculty mold. Instead, the cohort generates an exchange of ideas, and makes room for the emergence of newer scholarly and pedagogical approaches.

Second: the FMC meets monthly for three semesters instead of two, extending official sessions for our tenure-track colleagues through fall of the second year. Because the first year on the job is often a whirlwind, the discussions underway by the spring are really becoming critical just when the traditional “First Year Mentoring Program” disbands.

The metrics used to assess effectiveness of the FMC are retention through the third year review, and retention to (and successful attainment of) tenure. At this point, only two cohorts have progressed to the third year review, but early data are promising regarding the effectiveness of the FMC strategy. As seen in the table below, retention of faculty to the third year review rose by 11 percentage points among the 26 faculty members who entered in Fall 2016 or 2017, the first two years of the FMC, compared to the five prior years (Fall 2011 through 2015 cohorts) when an individual mentoring program was in place. More specifically toward increasing faculty diversity, 100% (7/7) of faculty of color were retained from the Fall 2016 and 2017 cohorts.

**Table 3. Retention of Tenure-Track Faculty to Third Year Review, Fall 2011 through Fall 2017 cohorts**

|                    | 2011-15<br>Individual Mentoring |            | 2016-17<br>Cohort Mentoring (FMC) |            | Change<br>(Percentage Points) |
|--------------------|---------------------------------|------------|-----------------------------------|------------|-------------------------------|
|                    | N                               | %          | N                                 | %          |                               |
| White Faculty      | 15 / 21                         | 71%        | 15 / 19                           | 79%        | + 8%                          |
| Faculty of Color   | 4 / 5                           | 80%        | 7 / 7                             | 100%       | + 20%                         |
| <b>All Faculty</b> | <b>19 / 26</b>                  | <b>73%</b> | <b>22 / 26</b>                    | <b>84%</b> | <b>+ 11%</b>                  |

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

Hate crimes may be violations of SMCM’s [Student Code of Conduct](#) or [Employee Handbook](#) as well as violations of the law. SMCM encourages anyone who is the victim or who witnesses a hate crime to report it to the Office of Public Safety, which will respond to the incident in conjunction with local law enforcement. 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, 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.

The College is currently revising its policies for the Bias Prevention and Support Team ("The Team"), a group that engages in a prompt, consistent, and sensitive process to respond to bias-related incidents. Bias-related incidents are acts that demonstrate bias on the basis of race, color, religion, sex, national origin, gender identity or expression, sexual orientation, ethnicity, age, marital status, physical or mental disability, protected veteran status, or any other characteristic protected by law.

The Team complements and works with other campus entities to connect students, faculty, and staff who have been affected by bias-related incidents to the appropriate support and resources. The Team also reviews the reports it receives to collect aggregate data, assess the campus climate, and identify educational and outreach opportunities.

## **VI. 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 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.

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*

2020

# 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 238 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.



Sara Fidler  
President



Jennifer Frank  
Executive Vice President



Stephanie Thomas  
Director of Communications

# 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 12 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 2020 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 and emerging initiatives over the past year as campuses have responded to racial injustice, violence and brutality, and social disparities further exacerbated by the COVID-19 pandemic. 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.



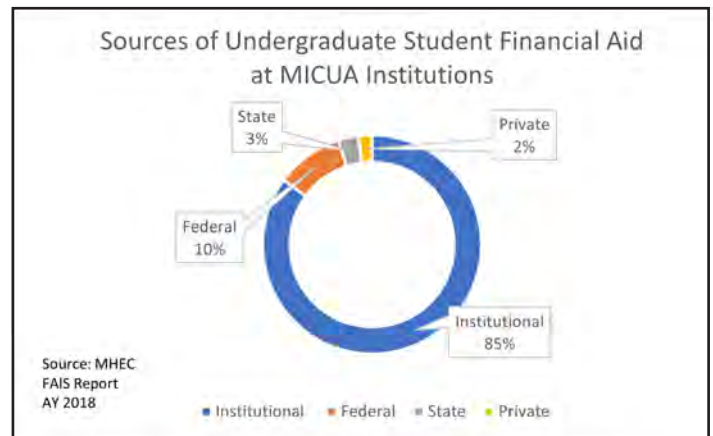
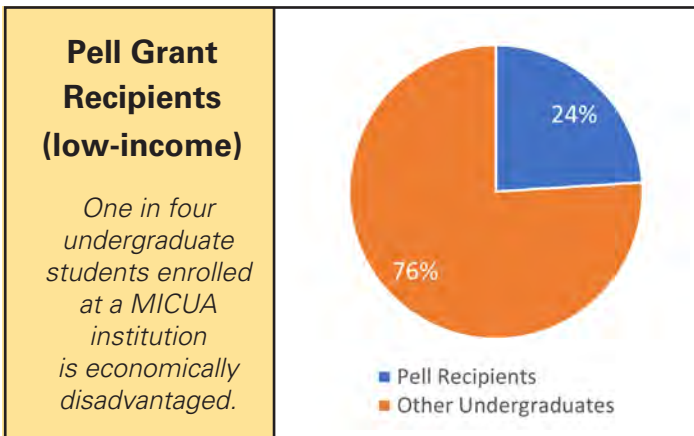
# Enrolling Diverse Students

MICUA MEMBER INSTITUTIONS SERVE over 66,000 students every year. The student population is racially diverse, economically 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 public 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 families. Almost 90% of full-time undergraduate students at MICUA colleges and universities receive one or more types of financial aid to make their enrollment possible. Combining State and federal

scholarships and grant programs, low-interest loans, institutional aid, private scholarships, and on-campus employment gives most students with financial need the resources they need to enroll at their top choice institution.

Attending a Maryland independent college or university is possible for students from all economic circumstances. MICUA member institutions target financial aid to students with the greatest need. In fiscal year 2020, MICUA institutions granted \$285 million in institutional-based aid to Maryland students. Eighty-seven percent of State Sellinger funding, or \$51 million, was used directly for financial aid for Maryland students, with the remaining funds used for innovative academic programs and support services that promote student access and success.



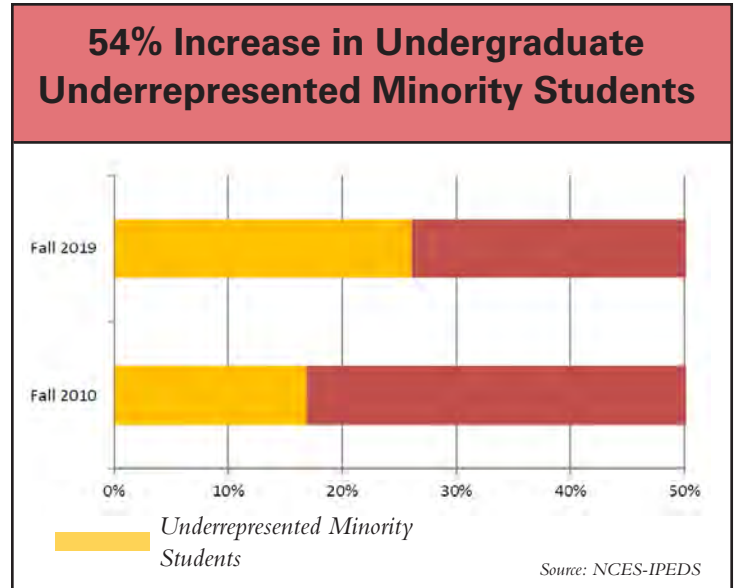
Notre Dame of Maryland University

# 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 2019 IPEDS enrollment data, 34 percent of undergraduate students enrolled at MICUA member institutions are students of color. Between fall 2010 and fall 2019, there was a 54 percent increase in the enrollment of undergraduate students who are underrepresented minorities.

Institutions also report the race and ethnicity of full-time faculty. Based on the most recent IPEDS data available, 24 percent of full-time faculty at MICUA institutions are faculty of color.

Three MICUA member institutions are majority minority institutions, while 10 MICUA member institutions enjoy undergraduate minority representation of 30 percent or more.





# 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 institutional mission statements, values statements, and diversity statements.

**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. The College's Diversity Statement follows: "We at Goucher College are dedicated to social justice, diversity, and equity and inclusion as fundamental components of our mission and ethos. We champion an inclusive community, embrace and respect different perspectives, and value diversity in all its forms and intersections, including ability, age, culture, ethnicity, gender identity and expression, nationality, race, religious and spiritual belief, sexual orientation, and socioeconomic status. Understanding that power, privilege, and other forces of inequality play a role in shaping our individual and collective experiences and identities, we are committed to productive dialogue and meaningful action in addressing our differences. We approach this ongoing work with courage, integrity, care, and respect."

Founded as one of the nation's first independent, coeducational institutions of higher learning, **McDaniel College's** evolution is characterized by academic excellence, extraordinary administrative and faculty dedication and resourcefulness, and increasing student selectivity and diversity. This past year McDaniel has made a conscious effort to strengthen its commitment to equity and inclusion by creating and implementing a Diversity, Equity, and Inclusion Statement. An excerpt from this Statement follows: "We are a community dedicated to excellence in the liberal arts, and as such, we welcome the contributions of divergent perspectives and experiences that strengthen the educational experience. Our community is fully committed to breaking down the walls of division, rejecting acts of exclusion, and challenging injustice, prejudice, and ethnocentrism. We

seek to promote the presence and expressions of all groups, including those historically and/or currently marginalized."

**St. John's College's** Diversity Statement, first adopted in 2007 and later revised, is now included in the Statement of the St. John's Program of Instruction: "The aim of the education offered by St. John's College is the liberation of the human intellect. This is an education for all, regardless of a person's race, ethnicity, sex, religious beliefs, country of origin, economic background, age, disability, sexual orientation, or gender identity or expression. 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."

**Washington College's** Mission Statement reflects its commitment to challenging and inspiring "emerging citizen leaders to discover lives of purpose and passion." The College values a campus culture that welcomes diversity in thought, identity, and opportunity. In alignment with the College's mission, a new Diversity Statement was created in May 2019. An excerpt from this Statement follows: "In the pursuit of academic excellence, we endeavor to be a community made up of people from a variety of backgrounds with differing perspectives, life experiences, religious, philosophical and political beliefs, lifestyles, and ideologies. We pledge to create a respectful and supportive environment for collaboration, empathy, and the building of meaningful relationships among members of Washington College. We commit to fostering a more equitable, inclusive, and engaged community that embraces all the complexity that each person brings to campus."

# Strategic Plans & Goals



*Mount St. Mary's University*

MICUA COLLEGES AND UNIVERSITIES RECOGNIZE diversity as a goal in their long-range strategic plans to create inclusive and welcoming environments, increase engagement, sponsor cultural activities, and foster inclusive communities.

In 2016, **Johns Hopkins University** published the “Roadmap on Diversity and Inclusion,” a university-wide effort that highlighted the ways in which diversity of people, thought, and experiences is essential to the University’s mission and long-term success. Annual reports have provided a transparent accounting of progress; the most recent was published in Summer 2020. While the University recognizes that it still has much more work to do, it is proud of the measured progress it has made over the past several years, such as increasing the diversity of faculty, students, and staff; broadening the support and networks available to mentor junior faculty, graduate students, and diverse cohorts of undergraduate students; and increasing available, and in some cases mandatory, training related to unconscious bias, sexual assault, and other key issues.

**Maryland Institute College of Art (MICA)** has been involved in an institutional strategic planning process since 2019. The draft plan, which centers on diversity, equity, inclusion, and globalization (DEIG) goals and strategies, was near completion when the COVID-19 pandemic interrupted routine campus operations. MICA is now revisiting this work to finalize the strategic plan with new insights into the centrality of DEIG to MICA’s future. MICA also established a process for building near-term and urgent goals sparked by the national protests of Summer 2020 into the College’s immediate planning and programming for the 2020-2021 academic year.

In 2019-2020, **Notre Dame of Maryland University** underwent a comprehensive yearlong process to develop the University’s new five-year strategic plan, “Going Beyond: Vision 2025.” The University has identified five goals and three themes of diversity and inclusion, service and social responsibility, and a local to global perspective to guide and advance the institution. As a part of its first goal, the University established a sub-goal to “cultivate a culture of diversity and inclusion.” This sub-goal reinforces the University’s commitment to building inclusive communities through programs and trainings focused on implicit bias and anti-racism; opportunities for discussion on issues related to race, diversity, and inclusion; reactivating the University’s Diversity and Inclusion Committee; faculty professional development; and the recruitment and retention of a diverse faculty and staff.

In **Washington Adventist University’s** “Vision 2030: Distinctive Excellence in Student Success” strategic plan, diversity remains an important focus. The University has prioritized diversity in the “People” pillar of its plan through “intentionally embracing diversity and intercultural understanding” and creating “invigorating programs that cultivate diversity, celebrating the variety of cultures, preferences, and backgrounds represented at WAU.” The University has received external recognition for these commitments, having been ranked #1 Most Diverse School in Maryland, #50 Most Diverse Colleges in America (Niche, 2020); #1 Association of Independent Institutions (All) Ethnic Diversity (College Raptor, 2020); and #35 Top Colleges & Universities for Racial & Cultural Diversity –Nationally (Study.com, 2019).

# 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.

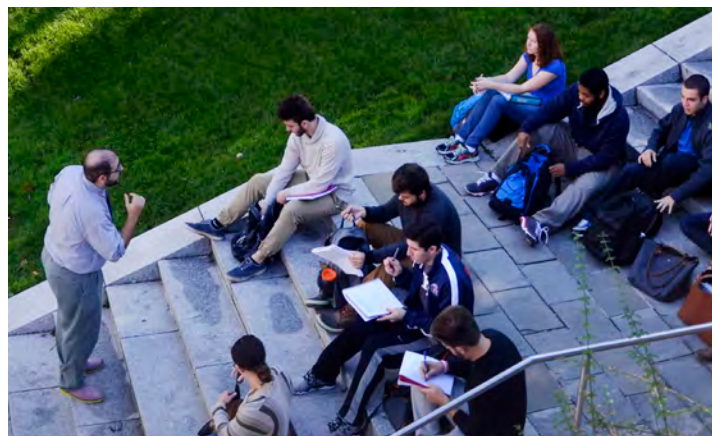
**Hood College's** Office of Diversity and Inclusion supports diverse student organizations, creates retention initiatives for students from underrepresented populations, and coordinates campus programming around diversity, equity, and inclusion. In 2019-2020, the College's diversity, equity, and inclusion training sessions addressed topics such as: antiracism; the inclusion of students with autism or developmental disabilities; best practices for a trans-inclusive campus; support for military students; conversations about race, inclusion, intersectionality, diversity, and equity; and race cafes for faculty staff, and students. In prior years, topics have included: mentoring students of color; creating a culturally relevant bystander intervention curriculum; overcoming unconscious bias and racial tensions; and bridging the gap between Islam, Islamophobia, and contemplative pedagogy.

In January 2020, **Loyola University Maryland** hired a Chief Equity and Inclusion Officer and established the Office of Equity and Inclusion. The office uses an integrative approach that recognizes the strength of embedded partnerships for diversity, equity, and inclusion that span across the University. The President's Council for Diversity, Equity, and Inclusion, along with students and alumni boards, support and monitor university-wide initiatives and the strategic plan for diversity, equity, and inclusion. In 2019-2020, special campus initiatives and working groups included: Information Technology Accessibility Group; Transgender Inclusion Working Group; ADA Compliance Team; and Voices on Equity, in which faculty and other community leaders led summer webinars on various topics of diversity, equity, inclusion, and antiracism.

At **Mount St. Mary's University**, the Center for Student Diversity fosters inclusion, collaboration, and relationship-building across campus. The Center provides academic,

social, and transitional support in addition to programming, leadership training, and inclusive workshops for all students. In Spring 2020, the President created a university-wide Task Force to develop a framework for a holistic review to address racism on campus and in the community. This framework consists of 10 initiatives: professional development, prevention of and responses to incidents of racism on campus, campus climate, physical display of diverse human experiences, diversifying the curriculum, dealing with trauma and healing from racism, institutional racism, workforce diversity, community partnerships, and data analysis. Specific outcomes and workgroups with members from across campus were identified for each initiative.

**Stevenson University's** Center for Diversity and Inclusion conducts workshops, retreats, presentations, and seminars to develop awareness of other cultures and beliefs; advises student groups that have a diversity-focused mission; creates events that highlight the University's commitment to diversity and inclusion; and sponsors events that commemorate religious, spiritual, and national observances. The University's Diversity and Inclusion Committee, a group of presidentially appointed faculty and staff members, is made up of four sub-committees: programming and events, training and professional development, marketing and communication, and assessment. The Committee is led by a leadership team called the "working group," which includes the Vice President for Human Resources, Vice President for Student Affairs, Director of Diversity and Inclusion, Director of Talent Management, and Chair of Business Communications.



*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 **Maryland Institute College of Art (MICA)**, cultural literacy is woven into the undergraduate and graduate programs and is an especially pronounced aspect of MICA's liberal arts offerings. In the context of changing demographics of the College's student population, which includes many more students of racially and culturally diverse backgrounds, MICA has experienced an ongoing and productive critique of both curricular offerings and pedagogical approaches across its span of programs. This past year, MICA overhauled its major general theory requirement at the graduate level in response to student demands to decolonize the course materials and teaching strategies. The College redesigned major components of its first-year liberal arts critical survey courses along similar lines. In 2020-2021, MICA will introduce program-by-program evaluations to align with revised institutional learning outcomes focused on cultural literacy, global and post-colonial content, and publicly engaged teaching strategies.

**McDaniel College's** general education requirements are part of the "McDaniel Plan." This curriculum represents the College's commitment to integrated studies in the liberal arts. "Global Citizenship" is a required area of study, designed to help students develop an understanding of the world within and beyond the U.S. to develop into critical, sensitive, respectful, and compassionate global citizens. To fulfill this requirement, students must take one course with a multicultural focus and two courses with an international or cross-cultural focus. The College also offers the "Global Fellows Program," a curricular/co-curricular program for students from all academic programs to deepen and broaden their understanding of global issues and cultivate the skills necessary to lead successful lives in a global context. With a strong emphasis on intercultural competency, Global Fellows are required to study abroad and attend workshops each semester for three years.

**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.

As espoused in **Notre Dame of Maryland University's (NDMU)** mission statement and general education learning outcomes, one of the general education goals for NDMU is "Development of a Global Perspective." As a part of the current general education requirements, at least one course must be focused on gender studies and one on cross-cultural studies. The Curriculum and Academic Policy Committee and faculty are currently revising the general education requirements to further incorporate diversity education. The draft curriculum has a nine-credit "Understanding and Valuing Diverse Identities and Perspectives" requirement. In addition to the formal curriculum, students engage in service to their local communities as a part of their educational experience. Beginning with NDMU100 (freshmen orientation course), to the University's Bonner Leaders program, to individual majors and classes, cultural literacy through service is ingrained throughout the educational experience.

**Washington College** believes that global education is necessary to prepare citizen-leaders in the 21st century. All students are required to take one to two foreign language courses. In addition to basic language instruction, courses introduce students to the literatures, customs, music, art, religion, history, and politics of the countries and regions where the language is spoken. Further, many disciplines and interdisciplinary fields of inquiry offered as majors and minors at the College focus on social forces that maintain structures of entrenched power and dominance: Sociology (e.g., courses related to social stratification); Political Science and International Studies (e.g., courses that cultivate understanding of power structures across the globe); Philosophy and Religion (e.g., courses that extend beyond the Western philosophical canon and beyond the Christian experience); Black Studies; and Gender Studies.

# 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.

**Hood College** actively encourages culturally enriching experiences for all students. Diversity programs, including student organization dialogues, Race Cafés, and presentations promote cross-cultural collaboration and increase understanding among student organizations and the campus community. The Office of Diversity and Inclusion works closely with the Office of Student Engagement and Orientation and the Residence Life Office to support programs and activities sponsored by the Diversity Coalition and other student organizations such as All About Modeling and Etiquette, Hillel/Jewish Student Union, Muslim Student Association, and the Global Citizens Club, plus the Military Student Committee and Delta Lambda Pi (students with disabilities honor society). Other celebrations include Holidays Around the World, which showcases foods and activities from various locations; the Diversity Block Party, which highlights activities and foods from multiple cultural populations; and the Diversity Leadership Recognition Ceremony, which recognizes student leaders from all underrepresented populations.

Every year, **Loyola University Maryland** invites the campus and Baltimore community to launch the spring semester with the Martin Luther King, Jr. Convocation, which features a speaker providing meaningful inquiry into race and legacies of racism in America. In 2020, the annual MLK Convocation featured Rev. William J. Barber, President and Senior Lecturer at Repairers of the Breach and co-chair of the Poor People's Campaign. The lecture was attended by well over 1,200 students, staff, faculty, and members of the Baltimore community. While many programs and events were cancelled due to the COVID-19 pandemic and shift of Loyola's



*Goucher College*



*Maryland Institute College of Art*

instructional program to an online format, key efforts over the past year included: Racial Justice Training, Common Text Panel and Movie Screening, Diversity Reading Groups, Student Government Training on Accessibility, Ignatian Family Teach-In, Teaching for Active Citizenship, Speak -Up! To Microaggressions, Americans with Disabilities Act Celebration, and the Diversity, Equity, and Inclusion Action Steps Website.

**At Notre Dame of Maryland University**, all Student Government Association organizations are required to hold at least three events each semester, with one being of service to either the Notre Dame community or the community beyond campus. Noteworthy programs and events from the past academic year included: United Nations Club United Nations Trip; book readings and discussions (How to be an Antiracist, Stamped from the Beginning, Waking up White); movies and discussions (Just Mercy, Selma, The Hate U Give); and open dialogue/forums on topics including racial justice in the time of COVID. Further, Housing and Residence Life continued to offer a number of programs focusing on community citizenship and multi-racial/cultural awareness, including a virtual tour of diversity around the world, abbreviated version of the Women's Empowerment Sleepover, Black Love Cinema and discussion, Zumba night, Latin Dance night, holiday movies and discussion, and yoga for individuals with accessibility needs.

**Johns Hopkins University's** Office of Multicultural Affairs convened student-focused "Digital Diversity Days" while students were studying remotely in Spring 2020, focused on how critical race theories impact aspects of identity. In the wake of George Floyd's murder by police in Minneapolis, many groups have pivoted or created educational offerings responding to the need to examine systemic racism. The Stavros Niarchos Foundation (SNF) Agora Institute's series on the Politics and Policy of COVID-19 refocused on racism and police brutality, with conversations among faith leaders and experts on the role of race in democratic institutions. The student-led International Studies Leadership Council created a Summer Series on Race that focused on ways to combat systemic racism in Baltimore City and the nation. Hopkins at Home, the University's new, free virtual education platform, partnered with the University's Women's Suffrage Centennial Commemoration on a series of talks about women's suffrage, and is planning lectures and a minicourse on the Black experience in America.

The contributions of **Stevenson University's** students, faculty, and staff, and some of the region's best-known artists, entertainers, and speakers, enhance campus life in the areas of diversity, inclusion, multiculturalism, cultural competency, and equity. Events were hosted in collaboration with student groups to celebrate National Women's History Month, National Hispanic Heritage Month, Black History Month, and Asian American Pacific Islander Month. A monthly "Open Mic Coffee House" allowed students to showcase their diverse talents during awareness and celebration months. For example, in September a Flamenco dancer performed to show homage to the roots of many Latinx cultures, October featured a focus on LGBTQ awareness in honor of National Coming Out Day, and February featured a debut performance of the renewed Gospel Choir on campus. The University also continued its "Let's Talk Series," which created opportunities for students to discuss mental health, LGBTQ issues, politics, and religion and spirituality in student-led groups.

While shifting to remote instruction has posed challenges to cultural programming, **St. John's College** has been able to continue many of its activities online. St. John's has a new student group, Johnnies of Color, with members from both the Annapolis and Santa Fe campuses. The College hosted talks with Maryland artist Taurean Washington and with historian/alum Terence Washington on art by Kevin Beasley. The College continued its lecture series, including "A Discussion on Black Lives Matter and the Role Classics Played in the Fight for Equality" this semester. The College has a tutor-led study group dedicated to studying works from the tradition of African American thought and music. Ongoing student clubs and activities include Pangaea (international student club), Black Student Union Pink Triangle Society (LGBTQIT alliance on campus), Spanish poetry/literature club, and student groups to study, practice, and explore various religions.

At **Washington Adventist University**, the University Student Unions (clubs representing ethnic backgrounds, countries, and cultures) plan and implement cultural awareness programs every semester, in collaboration with the Director of International Student Programs, Vice President for Student Life, and Vice President for Ministry. Activities recognizing and celebrating diverse populations include: Student Union days showcasing cultures through displays, music, and food; International Day celebrating the diversity of Latin culture; diversity experiences and education during missions week, including a culturally-focused convocation; various music styles in Campus Ministry programs and services including gospel, classical, jazz, and dance; specific cultural foods in the dining hall; and cultural nights, fashion shows, and a myriad of other social activities. Additional plans for 2020-2021 include a campus wide event featuring diverse cultures, with a special focus on celebrating similarities and common ground with the new Saudi Student Union, leading in integration and understanding of Muslim culture on campus.



*Johns Hopkins University*

# Publications & Promotional Materials

MICUA MEMBER INSTITUTIONS utilize publications and promotional 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.

At **Capitol Technology University**, students of color make up over 51% of undergraduate students. The marketing and communications department works to ensure that the University's print and electronic promotional materials reflect the diversity of the student population. As part of its inclusion strategies, Capitol Tech publishes blog posts on its website and in social media highlighting accomplished individuals. During Black History Month in February, the University published 13 blog posts about Black scientists. During Women's History Month in March, the University produced nine blog posts about women trailblazers in the STEM fields. During Pride Month in June, Capitol Tech featured a spotlight on English mathematician Alan Turing, a pioneer in the fields of computer science, cryptanalysis, and artificial intelligence. Turing's codebreaking work—including the previously unbreakable Enigma code used by the German armed forces—was crucial to the Allied forces victory in World War II.

The Office of Communications strives to represent **Goucher College's** diverse student body in all of its 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 a 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 includes a page titled "Equity & Identity at Goucher" that emphasizes the College's commitment to diversity while also providing information and resources to prospective students. A section of Goucher's student life website contains information and resources

designed to demonstrate Goucher's commitment to diversity and help answer questions. From there links can be found to the Maryland Scholars Program; International Student Support; President's Council for Race Equity; Cultural Programming; and the Center for Race, Equity, and Identity.



Stevenson University





*St. John's College*

**McDaniel College** ensures that all printed communications depict persons from diverse backgrounds in words and images. The College's online newsletter, *News@McDaniel*, features stories on all aspects of diversity including invited speakers, international students, and coverage of events by campus organizations such as Africa's Legacy, Black Student Union, Hispano-Latinx Alliance, Asian Community Coalition, Jewish Student Union, Gender and Sexuality Alliance, Belly Dancing Club, and many more. This past year, McDaniel highlighted several students, staff, faculty, and

alumni from diverse backgrounds for their accomplishments, including articles about McDaniel students attending the 2020 League of United Latin American Citizens Emerge Latino Conference; five Baltimore City high school seniors earning full-tuition McDaniel-CollegeBound Scholarships; a McDaniel sophomore's medical internship and fellowship in Spain; three McDaniel juniors landing prestigious Gilman scholarships to study abroad; and the "Art on the Edge" first-year seminar, providing students the opportunity to parade their art to speak out on social issues.

# 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.

**Capitol Technology University** was a founding member of First Generation College Bound (FGCB). FGCB's mission is to empower youth from low to moderate income families to achieve social and economic success by providing guidance, encouragement, and support in obtaining a college degree. Capitol also maintains active ties with CollegeBound Foundation, which works in Baltimore City to encourage and enable students to pursue postsecondary education. Capitol holds an annual STEM career expo for high school juniors, which provides opportunities to experience hands-on STEM experiments and learn about careers in the STEM fields. Capitol also offers a summer program free of charge, the Capitol Institute for Student Success (CISS). CISS provides developmental coursework in math and English for entering

freshmen who are academically at-risk.

The components of **Goucher College's** cultural diversity recruitment plan include in-person and virtual student recruitment in 30 states, Washington, D.C., Puerto Rico, and internationally. Goucher's Maryland Scholars Program is a four-year academic and financial support program for college-bound Maryland residents who receive the Howard P. Rawlings Guaranteed Access Grant. The Goucher Summer Academy is offered as a two-week residential pre-orientation for Maryland Scholars, postponed in 2020 due to COVID-19. Goucher's annual Diversity Overnight Experience for admitted students who identify as students of color was adapted to a virtual format, "A Glimpse of Goucher," for Spring 2020. The Associate Dean of Students for the Center of Race, Equity, and Identity engaged with prospective students, and current Goucher students of color participated in a Q&A about their campus experiences.

At **Notre Dame of Maryland University**, the admission/ recruitment staffs for all divisions are ethnically diverse. The undergraduate Women's College specifically recruits at majority minority high schools, especially in the Baltimore City region. The University's efforts to recruit a diverse population have been successful. In 2019-2020, the Women's College population identified as 15% Hispanic and 63% minority; 38% first generation; and 55% Pell eligible. The University's Trailblazers Program is designed to support first generation college students via personalized meetings to assess student needs, workshops, collaborations with campus departments/services, and guest speakers. The Trailblazers program has a new initiative, Primeras, whose mission is to assist first generation Latina students as they navigate the academic journey at Notre Dame.

**St. John's College** is committed to diversity in the recruitment process, including fly-in programs and special tours. The College offers a need-based financial aid program that enables students from all income levels to attend. St. John's has developed and initiated a Pell Bridge program to help support incoming Pell-eligible first-year students. The College emphasizes diversity in its Summer Academy, an annual on-campus summer college experience for high school students. There is also an emphasis on diversity in orientation seminars for first-year students, including topics such as Women in Homer and Frederick Douglass's "The Nature of Slavery." Further, the College is conducting a historical study of the relationships between St. John's College and African Americans in Annapolis, especially regarding enslaved peoples.



*Mount St. Mary's University*



*Stevenson University*

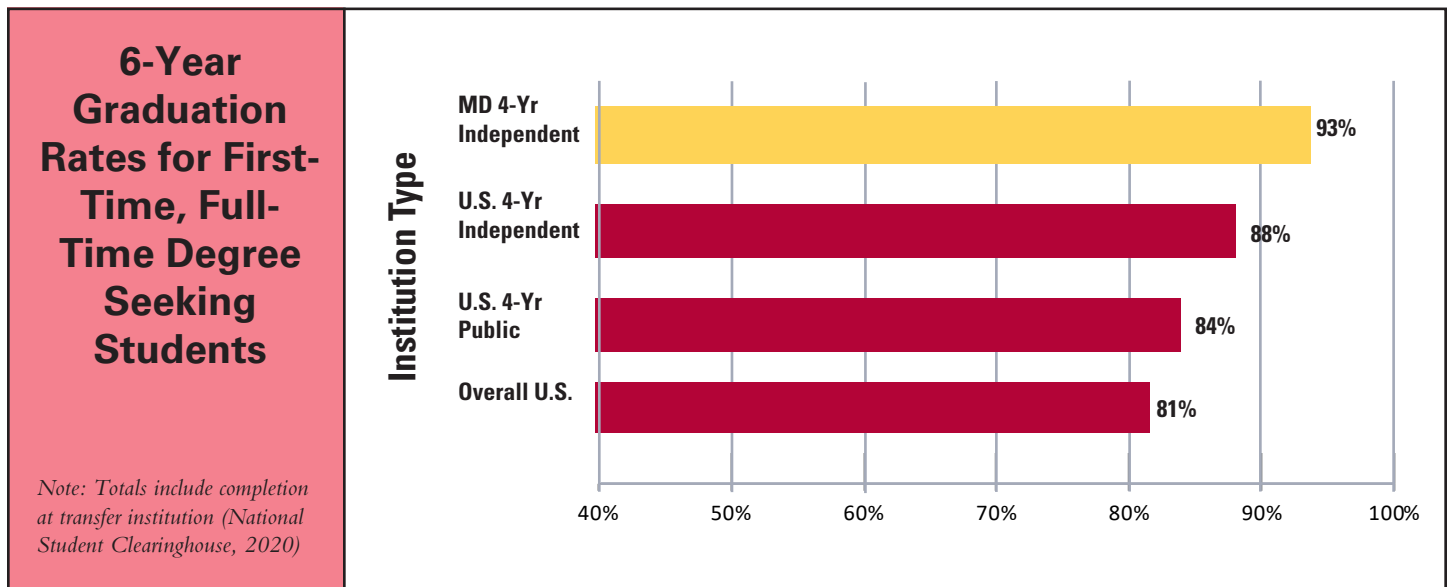
# Improving Retention and Graduation Rates

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.

At **Hood College**, all new first-year and transfer students participate in a required diversity program during new student orientation. This three-hour interactive program informs, empowers, and challenges participants to explore cultural norms and unintended biases, and helps create community standards for the upcoming academic year. The College’s Student Success Center evaluates all incoming students for academic skills. Students needing additional support are encouraged to enroll in an elective, two-credit GNST 101: Seminar for Academic Success. Student Success Peer Mentors are assigned to new students enrolled in GNST 101 and co-teach the class and provide additional out-of-class engagement. Hood’s First-Year Seminar, FYS 101, offers students an opportunity to sharpen reading, writing, and presentation skills in a small class setting. Seminar topics are designed to have broad appeal while reflecting the varied interests and expertise of the faculty who teach them. First-year students are advised by their FYS 101 instructor, ensuring they have at least twice-weekly contact during the

critical initial adjustment and major decision-making period.

**Loyola University Maryland** offers a range of curricular and co-curricular programs that support student success through ALANA (African, Latinx, Asian, and Native American) Services. For example, the pre-fall Multicultural Awareness Program is designed to assist first-year students in acclimating to campus life at Loyola. Specific aims of the program are academic enhancement, intercultural exploration, social adjustment, and community service. The ALANA Mentoring Program pairs first-year ALANA students with upper-class students to assist them in acclimating to campus life and achieving academic and personal growth. The Ignatius Scholars Program is designed to assist in the academic and social transition for 30 first-year students who identify as first-generation college students, demonstrate significant financial need, or come from diverse backgrounds. MAN2MAN & Sister to Sister are two gender-based racial identity groups coordinated through ALANA Services. These groups encourage the exploration and discussion of the intersectionality of gender and race/ethnicity on a predominantly White institution’s campus through wellness workshops, discussion circles, informal mentoring, and academic challenges.





*St. John's College*

At **Mount St. Mary's University**, the Mount Cares Committee represents every professional segment of the campus 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 basis to review and discuss students identified as at-risk by professors or other staff members. Every student is assigned a contact person from the Committee, who offers resources and support where needed. In September 2019, the Center for Student Engagement and Success hired a Third Century Scholars Student Success Coach. This professional staff member advises, mentors, and advocates for the needs of minority students enrolled in the Scholars programs, which also includes the St. Labre Native Scholars and Milton Hershey Scholars; teaches one of the University's First Year Symposium courses; and provides opportunities to expand the scholars' involvement on campus and enhance their academic and social well-being.

**Washington College** utilizes CARE, an online case management system that allows faculty, staff, and students to instantly report student well-being concerns. Reports are reviewed daily by the Dean of Students Office, and bi-monthly, a cross-campus team reviews student cases to determine appropriate follow-up and support. Students may also use CARE to report bias incidents. The First-Year Career Awareness Program provides guidance and information to assist students in making important career and educational decisions. The First-Year Seminar Program introduces students to the excitement of critical inquiry and learning, and to key academic skills required for success. The Office of Academic Skills offers peer tutoring, course mentoring, individual academic support, and seminars on a range of topics including time management, procrastination, test taking strategies, note taking strategies, study habits, learning styles, and goal setting. The Office also supports students who are struggling academically through the Academic Recovery Program, which involves weekly meetings with mentors, study hall sessions and success seminars, and on-campus supports such as tutoring.

# Targeted Financial Aid Programs

IN 2016 LEADERS OF THE 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. In the 2019-2020 academic year, students who receive a State Guaranteed Access grant and a GAPP grant may receive up to \$38,800 each year for four years. MICUA member institutions also offer individual need- and merit-based grants and scholarships to promote diversity.

**Capitol Technology University** has a commitment to providing access to underserved students. Capitol Tech makes full tuition scholarships available for high ability students who demonstrate financial need. Other high need students can qualify for institutional grant funds from \$2,000-\$12,000. Capitol Tech also offers an annual \$5,000 scholarship, renewable for a maximum of \$20,000, to a high school senior who participated in the Future Kings STEM after school program. Capitol Tech offers a \$2,000 annually renewable scholarship to Chesapeake Math and IT high school graduates. This school is located in Prince George's County and has a total minority student enrollment of 95% and low-income student enrollment of 33%. In addition, based on donor specifications, Capitol Tech awards scholarship funds specifically for Baltimore City students, Prince George's County students, and women in cybersecurity.

At **Johns Hopkins University**, an extraordinary \$1.8 billion gift from alumnus and former New York City mayor Michael Bloomberg in 2019 had an immediate effect on undergraduate admissions and supports for first-generation and low-income students. Over the past decade, the University had already seen a dramatic upward trajectory in the diversity of the incoming freshman class. The University's ability to announce permanently need-blind admissions while meeting full demonstrated need and eliminating federal loans led to an unprecedented one-year jump in the number of Pell-eligible students, from 15.4% to 19.1% for the class entering in Fall 2019. At the same time, the percentage of undergraduate students on the Homewood campus identifying as underrepresented minorities increased in one year from 25.0% to 27.4%, and those who were among the

first generation in their families to attend college increased from 11.9% to 15.1%.

**Maryland Institute College of Art's (MICA)** renewable Da Vinci Scholarship program provides approximately \$400,000 in annual scholarships to underrepresented students and students with financial need in the entering class. A range of other scholarship programs are available, including the Ruth Jenkins Bristol Scholarship, Leslie King-Hammond Scholarship, Marwen Scholarship, McMillan Stewart Scholarship, ACT-SO Scholarship, Latino Beat Scholarship, and the C.V. Starr Scholarship for International Students. MICA's Art & Design College Accelerator Program (ADCAP) provides a pathway to MICA for Baltimore City students who face financial challenges and are from diverse backgrounds. In Fall 2020, MICA welcomed its first class of eight ADCAP students and provided each with a full-ride scholarship covering tuition, fees, housing, and room and board. Additionally, the Eddie C. and C. Sylvia Brown Family Foundation International Study Abroad Grant provides support for underrepresented MICA students to pursue international study abroad opportunities.

## Guaranteed Access Partnership Program



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.

At **McDaniel College**, students of color are involved in all aspects of campus life and are leaders in the Student Government Association, Greek organizations, and all student-led organizations on campus. The Black Student Union, Africa's Legacy, Hispanic Latinx Alliance, and Asian Community Coalition are among the most active student organizations on campus. The Office of Diversity, Equity, and Inclusion (ODEI) works with students to develop leadership skills and meets regularly with the presidents of the organizations that fall under its umbrella. The ODEI has implemented a Cultural Leadership Council (CLC) with representatives from all cultural organizations. The CLC meets monthly to discuss upcoming programs, collaborations, and initiatives that the organizations are working on. The CLC has an elected executive board and will select two members as representatives to the College's Board of Trustees.

At **Mount St. Mary's University**, the Center for Student Diversity and other offices in the division of Student Affairs strive to encourage leadership involvement from all students. Out of the 300+ student leaders typically active in Student Affairs, 30-40% of those students identify as students of color. The Center for Student Diversity houses seven culturally based clubs and a peer educator program all led by students of color. The campus has a commitment to leadership and Mount students are involved in everything from academic clubs to athletics and ministry. Students of color serve on the President's Advisory Council for Diversity, Equity, and Inclusion as well as on Mount's Inclusive Excellence Committee.

At **Stevenson University**, involvement with organizations on campus provides students with leadership opportunities, and the University specifically encourages students to join, and eventually lead, cultural groups on campus. Students of color who regularly attend the Center for Diversity & Inclusion programs and events are always privy to campus leadership opportunities. The Center for Diversity & Inclusion Student

Advisory Board was newly formed during the 2019-2020 academic year. The Board was comprised of six students from various class years, racial/ethnic identities, residential and commuter students, and multiple faith traditions. This Board meets with the Director of Diversity & Inclusion monthly to provide insights on campus climate, student programming needs and interests, and feedback on the efforts of the Center.

At **Washington Adventist University**, the Office of Student Life is a welcoming and inclusive department representing the students to the greater campus community. A variety of student leadership roles fall under the office, including Student Association officers, student senators, resident assistants, and student professionals. In Fall 2019, the University's student body was 50% African American, 19% Hispanic, and 11% International. Student Life leadership roles, whether elected or appointed, have a balanced representation of the student body. The Office of Student Life also uses various modes of communication to encourage student involvement. Faculty, staff, and student representatives are asked to submit recommendations as well as posters, flyers, newsletters, and advertisements on the WAU app promoting student leadership opportunities.



*Notre Dame of Maryland University*

# *Diverse Faculty & Administrators—Recruitment, Professional Development, & Retention*

A CRITICAL OBJECTIVE FOR MICUA members is to increase diversity among faculty and administrators.

First launched in Fall 2015, **Johns Hopkins University's** Faculty Diversity Initiative (FDI) remains a cornerstone of the University's work around diversity and inclusion. All divisions have plans that specifically focus on diversity in faculty hiring with strategies that may include proactive recruitment of underrepresented minorities, diversity advocates on hiring committees, unconscious bias training for committee members, and final reports for all faculty searches. Most divisions have hired dedicated assistant deans for diversity and inclusion, implemented mentoring practices that focus on the needs of women and minorities, and conducted surveys of both current faculty and those who have left, illuminating areas requiring increased attention. Every department continues to develop specific, discipline-appropriate mentoring plans for junior faculty members, assisted by a vice dean and the Office of the Vice Provost for Faculty Affairs.

At **Maryland Institute College of Art (MICA)**, recruitment and retention of full- and part-time BIPOC (Black, Indigenous, and People of Color) faculty is a pillar of the College's Diversity, Equity, Inclusion, and Globalization agenda. Of the 42 full-time faculty recruited over the past five years, 24 identify as BIPOC; this past year, four of the five full-time faculty hires identify as BIPOC. Key strategies for 2019-2020 included implicit bias and anti-discrimination training for all search committees for faculty and academic leadership positions, updated trainings and recruitment guidelines, and further diversification of faculty search committees by including staff and student members. MICA established the Center for Teaching Innovation and Exchange to provide professional development in areas such as anti-discriminatory and inclusive teaching, multiculturalism, and other contemporary pedagogical practices; and to advance innovative teaching in the arts with a focus on diversity, inclusivity, and public engagement.

During the Fall 2019 semester, the Mount's Inclusive Excellence Committee (MIEC) at **Mount St. Mary's University's** offered a Faculty and Administrative/Staff Professional Development Series including a four-part series on Inclusive Teaching and Learning; two reading/discussion groups using *The Hate U Give* by Angie Thomas, followed by a movie presentation and facilitated discussion; and a

curriculum workshop on "Facilitating Difficult Dialogue" to assist and support the University's third annual TEACH-IN on Race. After the onset of COVID-19, MIEC facilitated a zoom discussion session called "Meeting Our Mount Students' Needs" for faculty, administrators, and staff. Members of MIEC and Counseling Center staff shared how campus responses to the pandemic aligned with the University's commitment to Catholic Social Teaching and sought questions and suggestions from the community about next steps.

**Stevenson University** has a formal mentoring program open to all faculty. The Faculty Peer Program: Supporting Diversity and Inclusion in the Classroom was developed as part of the University's 2018-2019 faculty development series and is still in place. The Diversity & Inclusion Committee has co-sponsored diversity events on campus and partnered with Human Resources, Faculty Development, the School of Humanities and Social Sciences, and the School of Design for various programs, including Ouch! That Stereotype Hurts, Understanding Unconscious Bias, Finding and Nurturing a Mentor Relationship, Decoding Diversity, Safe Space Training, Why Diversity is Upside Down, Racism and Black Lives Matter, The Fight for Civil Rights and Freedom, and Feminism: Why it's Still Important. Stevenson is currently completing year three as part of a Baltimore consortium receiving a Title IX grant, which has had a further impact on the University's diversity and inclusion efforts. Training topics have included content on engaging men, intersectionality and adaptation across subgroups, and first-generation students.

While **St. John's College** hires very few new faculty members as a small institution, when the College advertises for faculty applicants, it does so in publications with a wide distribution, including diversity targeted jobsites and *The Chronicle of Higher Education*. The St. John's curriculum is interdisciplinary, and faculty teach across the curriculum, not only and not principally in their field of study. All faculty members receive support in appropriate ways to teach the College's various classes, including weekly faculty meetings with targeted purposes; team teaching with tenured, experienced faculty; and auditing classes. Professional development at St. John's is focused on small study groups to which new faculty belong. A series of faculty seminars will be held this semester on W.E.B. Dubois' *The Souls of Black Folk*.



# Evaluation in Promoting Diversity

MICUA INSTITUTIONS CONTINUALLY EVALUATE cultural diversity programs and practices using a range of internal campus assessments and outside resources.

**Goucher College** has built a culture of data to inform decision-making and accountability and understands the importance of assessing the campus environment and progress made toward building an equitable and inclusive community. To support these efforts, the following surveys were administered over the past two academic years: First-year Experience, ACE Feedback Form, COVID-19 Online Instruction, Student Needs Assessment, Faculty Needs Assessment, Staff Needs Assessment, Graduating Senior Survey, Exit Survey, and Returning Student Laptop Requirement Survey. In the College's past work with Baltimore Racial Justice Action (BRJA), a set of ongoing systematic assessments were developed and implemented, which included incorporating equity and diversity into strategic cascades and collecting information through focus groups and surveys.

At **Hood College**, national surveys such National Survey of Student Engagement (NSSE), internal assessments/surveys, climate surveys, and student club and organization evaluations are used to provide feedback regarding the College's commitment and progress in promoting cultural diversity. Student leaders use these tools to plan future programs and events. The College adopted a standard set of competencies which span the learning outcomes for all academic programs. The undergraduate competencies include diversity and global awareness—challenging students to compare historical processes, cultural practices, ideological frameworks, and/or institutional structures across varying local or global communities. The competencies were approved by the Curriculum Committee and adopted by the faculty in Fall 2019; the collection of assessments for the competencies began in Spring 2020.





*Johns Hopkins University*

At **Loyola University Maryland**, Human Resources collaborates with Institutional Research and Academic Affairs on a periodic campus climate survey of students, faculty, staff, and administrators. Under the leadership of the Provost, the academic division sets and monitors annual goals aimed to enhance equity and make Loyola more fully inclusive as the required path for academic excellence. Goals and strategies for the year focused on culture, curriculum, ALANA faculty recruitment and retention, and ALANA student recruitment and retention. The Division of Student Development utilizes a range of approaches to assess performance in promoting cultural diversity, including the Resident Student Survey, ACUHO-I/EBI, Multi-Institutional Survey on Leadership, EAB Climate Survey, NCHA-II Survey, and focus groups.

**Washington College's** Diversity Committee, which is a standing group comprised of faculty, staff, and students, created a campus climate survey to help determine diversity agenda items to be discussed and implemented in subsequent semesters and years. The climate survey will be conducted every three years to continue to shape the College's diversity agenda. The Diversity Committee and Equity and Inclusion in Athletics have developed surveys to better understand the campus climate and any factors that could cause members of the community to feel excluded from full participation in campus life. The Office of

Intercultural Affairs reports annually on its work, including quantitative and qualitative data, with regard to its impact on students across lines of difference. Survey results not only assess satisfaction with services, but also learning outcomes that provide the basis for measuring progress.



*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.



*Hood College*

(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) There are barriers that often preclude low-income, underrepresented, and first-generation students from considering college. By enacting policies such as waiving fees, providing scholarships, and making standardized tests optional, institutions can help 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 community settings working with 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.



*Maryland Institute College of Art*

#### CAPITOL TECHNOLOGY UNIVERSITY



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BRADFORD SIMS  
PRESIDENT

Capitol Technology University is the only independent institution in Maryland dedicated to engineering, computer science, IT, and business. Capitol Tech guarantees its qualified bachelor's degree graduates placement in a high-technology or information technology job with a competitive salary within 90 days of graduation. Capitol Tech is one of a select number of colleges that has been designated a National Center of Academic Excellence in Information Assurance Education by the National Security Agency and Department of Defense.

#### GOUCHER COLLEGE



1021 DULANEY VALLEY ROAD  
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KENT DEVEREAUX  
PRESIDENT

Goucher is the only liberal arts college in the nation to require all undergraduate students to study abroad, whether for a three-week intensive course, semester, or year-long program in over 30 countries. The College is teaching its students to engage the world as true global citizens. For this reason, and ample others, education expert Loren Pope featured Goucher in his book, *Colleges that Change Lives*, calling Goucher "one of the best kept secrets of top-quality coed colleges."

#### HOOD COLLEGE



401 ROSEMONT AVENUE  
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ANDREA CHAPDELAINE  
PRESIDENT

Providing university-quality instruction in a vibrant, coeducational, small-college environment, Hood College has a century-long history of offering numerous majors in the liberal arts tradition. Hood's dedicated faculty and small classes contribute to an exceptional learning experience. The *U.S. News & World Report* college guide has given high marks to Hood for quality and affordability, calling it a great college at a great price, and *The Princeton Review* has consistently named Hood one of the best colleges in the Mid-Atlantic.

#### JOHNS HOPKINS UNIVERSITY



3400 NORTH CHARLES STREET  
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RONALD DANIELS  
PRESIDENT

Johns Hopkins was the first research university in the U.S., founded both to educate students and to advance human knowledge through discovery and scholarship. Today, the University includes 10 academic and research divisions, and numerous centers, institutes, and affiliated entities. Johns Hopkins is known internationally for excellence in education, research, and health care. For more than 30 years, it has topped the nation in spending on scientific and medical research, now attracting more than \$2 billion in grants annually.

#### LOYOLA UNIVERSITY MARYLAND



4501 NORTH CHARLES STREET  
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REV. BRIAN LINNANE, S.J.  
PRESIDENT

Loyola University Maryland has a national reputation for excellence in the Jesuit tradition of the liberal arts at the undergraduate level and extensive professional programs at the graduate level. Loyola comprises three distinct schools: Loyola College, home to the University's arts and sciences programs; the Sellinger School of Business and Management; and the School of Education. A Loyola education prepares students to learn, lead, and serve in a diverse and changing world.

#### MARYLAND INSTITUTE COLLEGE OF ART



1300 MOUNT ROYAL AVENUE  
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SAMUEL HOI  
PRESIDENT

Maryland Institute College of Art (MICA) is the oldest continually degree-granting college of art and design in the nation, enrolling nearly 2,200 undergraduate, graduate, and continuing studies students from 49 states and 65 countries in studio, seminar, and online-based programs. With programs consistently ranked in the top ten by *U.S. News & World Report*, MICA is pioneering creative, interdisciplinary approaches to innovation, research, and community and social engagement.

#### McDANIEL COLLEGE



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ROGER CASEY

McDaniel College, founded in 1867 and nationally recognized in the book *Colleges that Change Lives*, is a four-year, independent college of the liberal arts and sciences offering more than 70 undergraduate programs of study, including dual and student-designed majors, plus 25 highly regarded graduate programs. A diverse, student-centered community, its personalized interdisciplinary global curriculum, and student-faculty collaboration develop the unique potential in every student.

### MOUNT ST. MARY'S UNIVERSITY



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TIMOTHY TRAINOR  
PRESIDENT

Mount St. Mary's University is the second-oldest Catholic university in the U.S. From conducting professional level research in the sciences to a robust honors program, students acquire solid intellectual competencies and hands-on experiences. Consistently one of the top 25 colleges and universities in the region as chosen by *U.S. News & World Report*, the Mount is also listed in the *Newman Guide to Choosing a Catholic College* as one of the top Catholic universities in the country.

### NOTRE DAME OF MARYLAND UNIVERSITY



4701 NORTH CHARLES STREET  
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MARYLOU YAM  
PRESIDENT

Founded as a Catholic liberal arts college for women, Notre Dame of Maryland University now enrolls both women and men at its main campus in Baltimore and at satellite centers throughout Maryland. In addition to its flagship Women's College, the University offers coeducational programs in its College of Adult Undergraduate Studies, College of Graduate Studies, and English Language Institute. Students may study in the Schools of Arts and Sciences, Education, Nursing, and Pharmacy.

### ST. JOHN'S COLLEGE



60 COLLEGE AVENUE  
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PANAYIOTIS KANELOS  
PRESIDENT

At St. John's College, students pursue an interdisciplinary curriculum based on the foundational works of Western civilization in small, discussion-based classes. They explore many disciplines, including math, political philosophy, the sciences, theology, literature, history, language, and music. This independent, coeducational college offers graduate programs based on these same principles. St. John's, the third oldest college in the country, has graduates who excel in a wide range of careers around the world.

### STEVENSON UNIVERSITY



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ELLIOT HIRSHMAN  
PRESIDENT

Stevenson University provides a career-focused undergraduate education for traditional students, as well as graduate and bachelor's programs for working adults. Based in Stevenson and Owings Mills, the University offers education that extends beyond the campus, as students gain valuable experience in the working world by participating in internships, paid cooperative education programs, service learning, and study-abroad programs. Stevenson is the only university to offer the distinctive Career Architecture<sup>SM</sup> process.

### WASHINGTON ADVENTIST UNIVERSITY



7600 FLOWER AVENUE  
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WEYMOUTH SPENCE  
PRESIDENT

Washington Adventist University is the only four-year institution with a campus in Montgomery County. The University plays a unique role in serving the area's high percentage of immigrant students and has been recognized as one of the most diverse institutions in the nation, with students of color making up 68% of total enrollment. The School of Graduate and Professional Studies provides opportunities for working adults to earn a bachelor's or master's degree in a variety of fields.

### WASHINGTON COLLEGE



300 WASHINGTON AVENUE  
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WAYNE POWELL  
PRESIDENT

Founded in 1782, Washington College was the first college chartered in the new nation. Ranked consistently among Kiplinger's top 100 liberal arts colleges for economic value and academic quality, the College emphasizes hands-on, multidisciplinary learning with top programs in environmental science, psychology, biology, English, and history. Its affordability initiatives include: Dam the Debt, reducing graduating seniors' federal debt by over 10 percent; Saver's Scholarship, matching up to \$2,500 of the amount students paid for tuition from a 529 or Educational Savings Account; and FixedFor4, which locks tuition for a student's four years.

## Affiliate Members

### NER ISRAEL RABBINICAL COLLEGE

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RABBI SHEFTEL NEUBERGER  
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### ST. MARY'S SEMINARY & UNIVERSITY

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FR. PHILLIP J. BROWN, P.S.S.  
PRESIDENT RECTOR



# MICUA

Maryland Independent College  
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