Report on Institutional Programs of Cultural Diversity

MSAR # 8751

Education Article § 11-406
Education Article § 10-211

November 2023

Wes Moore
Governor

Aruna Miller
Lt. Governor

MARYLAND HIGHER EDUCATION COMMISSION
6 North Liberty Street • Tenth Floor • Baltimore, MD 21201
www.mhec.maryland.gov

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Report on Institutional Programs of Cultural Diversity

The State of Maryland places a high level of value on diversity, equity, and inclusion (DEI), especially in its higher education system. Achieving this requires the cultivation of a diverse student body, equitable access to higher education, and inclusive practices that promote a culturally competent environment. As such, the Maryland Education Article §11-406 requires that all public colleges and universities institute submit and maintain cultural diversity plans. Maryland statute further requires that all public colleges and universities submit an annual progress report detailing the implementation of the plan to the Maryland Higher Education Commission (MHEC). MHEC is responsible for ensuring that institutions remain compliant with the diversity goals of the Maryland State Plan for Higher Education (the State Plan).

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

For 2023, all public institutions were asked to provide a brief narrative describing the following (in addition to submitting their plans for cultural diversity):

- Efforts to increase the numerical representation of traditionally underrepresented groups among 1) students, 2) administrative staff, and 3) faculty. This section of the report should detail initiatives designed to recruit and retain traditionally underrepresented students, staff, and faculty. Reports should include information on both campus-wide and program specific initiatives. In this section, HBCUs should be sure to provide information on efforts designed to diversify the campus by attracting students, administrative staff, and faculty who do not identify as African American.
- Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus. This section of the report should detail 1) faculty and staff cultural training programs, 2) curricular initiatives that promote cultural diversity in the classroom, and 3) co-curricular programming for students.
- Emerging populations that are currently underrepresented in higher education that is different from traditionally underrepresented groups they already serve

All of the institutions are compliant with this statutory requirement. Institutional plans for cultural diversity are included, unedited, in this report.

In accordance with the goals of the State Plan, Maryland's colleges and universities have utilized a broad definition of diversity. This report details a number of initiatives and programs that institutions have created and operate in accordance with their plans for cultural diversity. It is clear from the detailed institutional narratives included in this report that campuses throughout the State continue to embrace diversity on their campuses through inclusive programs and practices and promoting diversity within their broader communities.

Report

All Maryland public institutions are currently compliant with the statutory mandate of maintaining a diversity plan as detailed in Education Article §11-406. As required by law, these plans must include the following:

1. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations;
2. A description of how the institution plans to enhance cultural diversity, if improvement is needed;
3. A process for reporting campus–based hate crimes, as defined under Title 10, Subtitle 3 of the Criminal Law Article and consistent with federal requirements under 20 U.S.C. 1092(f), known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act; and
4. A summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally diverse student body.

Education Article §11-406 further requires that institutions have their plans reviewed and approved by their governing boards July 1 each year. The majority of campuses continue to operate under multi-year plans and provide annual updates to their governing board.

Key Findings

Diversity Plans

Maryland colleges and universities, both public and private, have implemented a wide array of initiatives designed to increase diversity, emphasize equity, and promote a culture of inclusion throughout the campus community. Many of these programs include mandating anti-bias training to faculty and staff (for example, Bowie State University, Community College of Baltimore County, Wor-Wic Community College), adopting a culturally responsive teaching pedagogy in the classroom (for example, Harford Community College, Salisbury University, Towson University), and increasing wrap around service support to historically underrepresented groups (from example, Morgan State University, Montgomery Community College, Prince George's Community College).

Several institutions have also prioritized DEI in their strategic plans through the hiring of chief diversity officers and/or creation of offices that support DEJI (diversity, equity, justice, and inclusion) initiatives. Some institutions have also began disaggregating students in data collection to be able to better track the progress of vulnerable populations. Others have also begun tackling their computer information systems to be able to recognize transgender people.

Increasing Numerical Representation of Underrepresented Groups

Institutions across the state employ innovative strategies to increase the numerical representation

minority groups among student, staff, and faculty in their campuses. Overall, there is a move towards inclusive recruitment practices that targets underrepresented students[1]. Some institutions have waived application fees to further reduce barriers to admission. Similarly, some institutions have partnered with affinity groups and the public K-12 school systems to further reach students of color in programs that they are not traditionally represented in (i.e., women in STEM, men in fields like teaching and nursing). Moreover, institutions have made deliberate efforts to expand opportunities and resources to underrepresented students (e.g., directing additional funding for Pell eligible students for study abroad opportunities, spaces for student parents to work in, etc.). Finally, institutions have invested in more "wrap around services" such as success coaches, case managers, peer mentors, mental health counselors, food pantries, free language classes, etc., to ensure that students succeed in their academic journeys.

Institutions also continue their commitment to building a faculty and staff workforce that reflect the racial and ethnic demographics of their communities. Colleges and universities have invested in systems that emphasize equitable hiring and have purposely sought and recruited from diverse hiring pools. Many also emphasize onboarding programs that embed diversity its core.

Creating a Culture of Awareness

Institutions maintain a wide variety of programming designed to foster appreciation for diverse people and cultures and create a community that celebrates diversity. While this programming varies from campus to campus, institutions have ensured that these activities are relevant, thought provoking, and offered to all members of campus life. Intercultural dialogues, safe space training, interfaith programming, cultural awareness challenges are among the plethora of events students, staff, and faculty can participate in on a continuous basis.

There is also increased emphasis in inclusive teaching and training opportunities for faculty and staff. Topics that center on DEI have been front and center in many professional development sessions and internal leadership programs. Examples of these topics include "Creating an Inclusive Learning Environment" as one of many sessions Montgomery College faculty participated in, "Safe Zone Training" as part of mandatory training for Harford Community College faculty and staff, and a 'Leading Inclusive Teams" module offered by Frostburg University.

Emergent Populations

Institutions actively work to identify emerging populations in higher education that have historically been underrepresented or not formally recognized. These student populations need as much support as traditionally underrepresented groups while also requiring nuances or specialized supports. Some examples of these emerging population include:

- Members of the LGBTQIA+ community
- Student parents, especially single parents
- Neuro-divergent individuals
- Refugees and undocumented individuals

- Individuals experiencing homelessness
- Individuals who are non-traditional in a field (i.e., men in nursing and teaching fields)

These emerging populations represent the changing demographics of the campus body and community that these institutions serve.

Institutions have sought to support these emerging populations through an array of strategies, such as increasing mental health services across campus to providing gender-neutral bathroom. There is also increased collaboration with state agencies and non-profit organizations to bring additional funding to support students who experience homelessness. Collectively, institutions are taking proactive measures to provide a welcoming and supportive environment for all students to ensure their academic successes.

Conclusion

As noted throughout this report, Maryland's colleges and universities continue to develop and implement programs designed to increase diversity, equity, and inclusion on their campuses. Evident in the institutional reports are their efforts of increasing numerical representation of groups historically underrepresented in higher education, creating a campus culture that values DEI, and identifying emerging populations that need additional support. This report, however, merely summarizes what campuses and cannot capture the richness, breadth, and substance of each plan. Included in the remainder of this report are the details in how each institution implements strategies designed to elevate diversity, equity, and inclusion in their campuses. We encourage readers to review these submissions for detailed information on campus-based initiatives.

Allegany College of Maryland

PLAN FOR PROGRAM OF CULTURAL DIVERSITY - ANNUAL REPORT

Academic Year 2022-2023

(Modified Requirements)

Board of Trustees:
Kim Leonard, Chair
Jane Belt, Vice Chair
Mirjhana Buck
Linda W. Buckel
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President,
Dr. Cynthia Bambara

Section One: Summary of ACM's plan to improve cultural diversity.

(a) Major goals / Areas of Emphasis

- Allow transgender students to be recognized by their preferred name within College information systems in respect of their identity.
  - Implementation Strategy: configure and test storage of Preferred Name in Ellucian; update admissions application with appropriate language for gender selection.
  - Evaluation of Progress: Ellucian field created, application field updated, course rosters and Brightspace boards reflect Preferred Name.
- Implement launch of Brightspace course for Title IX including specialized content for student-athletes and Willowbrook Woods residents.
  - Implementation Strategy: Create course accessible to students and employees which teaches basic concepts including non-discrimination based on gender, sexual orientation, and gender identity.
  - Evaluation of Progress: Goal is to go "live" for Fall 2023 and to set completion targets for students and employees.
- Designated students within their majors (history, political science, psychology, sociology, and geography) will complete a program project wherein they define and apply concepts of race, ethnicity, gender, age, and social class.
  - Implementation Strategy: course syllabi and cross-discipline faculty collaboration.
  - Evaluation of Progress: student artifacts scoring rubric.
- Philosophy course descriptions to be revised using inclusive language.
  - Implementation Strategy: faculty review and revision.
  - Evaluation of Progress: completed by May 2023.
- General Education Learning Outcome in identified courses including art, music, and philosophy will foster student competency in cultural literacy.
  - Implementation Strategy: course syllabi and cross-discipline faculty collaboration.
  - Evaluation of Progress: increase cultural awareness to reach 70% benchmark.
- History 105 course goal for students to define and describe the effects of totalitarianism, communism, socialism, fascism and racism.
  - Implementation Strategy: Course syllabus.
  - Evaluation of Progress: students individually graded in essay questions, discussion board assignments, and paper assignments.
- DEIJ Committee began foundational work to create a *new* plan for the College.
  - Implementation Strategy: Committee adapted a rubric from Transform Mid-Atlantic, and committee members completed the rubric using their individual application of the factors. DEIJ Committee chair advises that the plan will be finalized in FY24.
  - Evaluation of Progress: This proactive plan will include project reports.

- ❖ Women's Studies Course
  - » Implementation Strategy: During the 2021-2022 academic year, sub-group in the DEI Committee began working on creating a women's studies course to add to ACM's course offerings.
  - » Evaluation of Progress: Planning the course continues as a committee project.
- ❖ HB923 passed in the 2023 Maryland General Assembly mandates several religious accommodations for students include academic and space.
  - » Implementation Strategy: new policy to be presented to the Board of Trustees on 6/19/23 that includes these mandates as well as other language to preserve codify religious freedom at the public institution; written guidance to faculty regarding academic accommodations; space identified on the Cumberland campus for individual students and small student groups to engage in faith-based or religious practices; policy and information to be posted online at https://www.allegany.edu/student-and-legal-affairs/index.html .
  - » Evaluation of Progress: all mandates will be in place by the 7/1/23 effective date.

(b) How ACM addresses cultural diversity among its students, faculty, and staff.

ACM has been committed to increasing cultural competency across the College for years.

- ❖ Mandatory Diversity Training: Starting in 2022, ACM mandates Diversity training to all ACM employees who must complete the following online compliance courses:
  - FERPA: Confidentiality of Records - 16 minutes
  - Title IX: Roles of Employees - 21 minutes
  - Sexual Harassment: Staff-to-Staff (Maryland) - 120 minutes
  - Diversity and Inclusion: Faculty and Staff - 11 minutes
- ❖ Educational Master Plan (2022-2025): The institution's third Educational Master Plan reflects change in direction of the group as well as the structure of the document including specific objectives assessment, and reporting. This Plan elevates cultural diversity. It's first goal is "Support Diversity, Equity, Inclusion, and Justice (DEIJ) efforts and endeavors in ISA areas. Many of the Major Goals/Areas of Emphasis above are drawn directly from the new Educational Master Plan.
- ❖ DEIJ Committee: This designated Special Standing Committee has the following charge:
  - Review and work with college community to recommend goals for improving diversity in the workforce, instructional affairs, and student services.
  - Assist in the development and support the college's annual reports relating to diversity.
  - Plan and/or recommend diversity programming for the college community to promote and advocate inclusiveness.
  - The Diversity Committee should be representative of a diversified community (ie, race, color, religion, sex, national origin and sexual orientation) to include, but not limited to, individuals from the following specialties: Willowbrook Woods student resident, student, Student & Legal Affairs, Human Resources, Associate Support Staff, Faculty, Professional Support Staff.

  In FY23, the Committee added the "J" for Justice to its name and, as noted above, began working on a new formal plan with recommendations to President's Advisory Team for FY24.
- ❖ Accreditation: ACM is accredited by the Middle States Commission on Higher Education; Standard II requires the College to demonstrate a "climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives." ACM completed its self-study in 2022 and provided abundant information surrounding its diversity commitment which includes information in this report as well as prior diversity reports to MHEC. Based upon the assessment team's exit report in April, ACM anticipates being deemed in compliance with all accreditation standards. ACM's Financial Aid personnel comply with National Association of Student Financial Aid Administrators Statement of Ethical Principles and make them available to students; these principles include this statement: "Provide services and apply principles that do not discriminate on the basis of race, gender, ethnicity, sexual orientation, religion, disability, age, or economic status." Furthermore, most of the college's Allied Health programs must be accredited with those bodies also requiring demonstrated awareness of and commitment to diversity/cultural competence. Examples include Human Services, Nursing, and Occupational Therapy Assistant. The Physical Therapy Assistant's accrediting body is in the process of updating its standards with a draft that includes "promoting a culture of JEDI, belonging, and anti-racism".
- ❖ Job Descriptions / Licensure: Multiple positions at the College have diversity skills, diversity experience and/or cultural competency listed for hiring purposes or have professional licensure requirements.

Examples include Residence Life Director, Area Coordinator, Student Life Director, Student Support Coordinator, Massage Therapy faculty. The College now includes the following language in all faculty job descriptions: "Design learning opportunities that acknowledge, draw upon, and are enriched by student diversity in the learning environment (Inclusion and Diversity)."

- ❖ Notifications/Presentations: Dean of Student & Legal Affairs issues informational emails to all students, faculty, and staff each semester; the content includes the federally and state mandated information as well as information to improve the campus climate and college experience including compliance with principles of non-discrimination and reporting concerns. Additionally, the Dean does live presentations to various student groups at the beginning of the year with content dedicated to Title IX issues and non-discrimination – including students' responsibilities to not engage in behaviors that would create a hostile environment for others.

(c) How ACM plans to enhance cultural diversity if improvement is needed.
See Major Goals / Areas of Emphasis above.

(d) ACM's process for reporting campus-based hate crimes.
Allegany College of Maryland collects crime data annually from the following reporting sources:

- Campus Safety / Special Police
- Cumberland City Police
- Pennsylvania State Police (Bedford County campus)
- Pennsylvania State Police (Somerset County teaching site)
- Maryland State Police (Allegany County – Makerspace teaching site)
- Maryland State Police (Garrett County – Nursing teaching site)
- Student & Legal Affairs (Cumberland campus)
- Student Services Director (Bedford campus)
- On-campus behavioral health therapist (Cumberland campus)

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

No hate crimes were reported in FY23.

Any person may report a hate crime or hate bias incident alleged to have been committed by a student for action under the **Code of Student Conduct**.

VII.E. Hate – Bias

1. Hate Crime: an offense that manifests evidence that the victim was intentionally selected because of the perpetrator's bias against the victim on the basis of race, religion, sexual orientation, gender, gender identity, ethnicity, national origin, or disability.
2. Hate-Bias Incident: a hostile act of conduct, speech, or expression motivated in whole or in part by intolerance, bias, or prejudice against another. Unlike a hate crime, the hostile act is not a criminal act; like a hate crime, the hostile act is motivated by prejudice.

Any person may report a hate crime or hate bias incident alleged to have been committed by an employee for action under Human Resources policies.

Any person may report a hate crime or hate bias incident alleged to have been committed by any person using the College's Lighthouse [anonymous] reporting platform found at https://www.allegany.edu/legal-information/documents/Allegany-College-of-Maryland_HotlinePosterAnonymous.pdf#search=lighthouse

Finally, any person may report an act of alleged unlawful discrimination to the Dean of Student & Legal Affairs – including whether the incident also alleges a hate crime.

(e) Resources needed to effectively recruit and retain a culturally diverse student body

- The DEIJ Committee's pending plan should help identify these resources. Meanwhile, Student Affairs has identified several improvements:
  - Space: The College needs a large gathering space in Willowbrook Woods for floor meetings, building meetings, and community events that will attract, support, and retain students via greater student engagement. The main campus also lacks a "student union" which would benefit all students by providing an easily accessible and comfortable recreational/relaxation space for students to spend time between classes as well as after-hours activities.
  - Funding: Student Affairs requested for multiple years the addition of a second Area Coordinator for Willowbrook Woods; that position was approved and filled for one year, but when both Area Coordinators resigned within a few months of each other, one position was approved to be filled pending increased occupancy and revenue from housing fees. The loss of this position has adversely impacted the support for residents in this minority-majority community. It is unknown if occupancy will rebound sufficiently to finance the position.

Section Two: ACM's efforts to increase (via recruitment and retention) numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.

Student Recruitment

Traditionally, college recruitment staff attends multiple local and regional college and career fairs, with the goal of recruiting students, including underrepresented students. Campus tours are coordinated with high school counselors as well as families, both from rural and urban locations, with the goal of providing opportunities to recruit students from underrepresented backgrounds. Specific opportunities to recruit and market ACM to reach underrepresented minority students during the 2022-23 academic year were:

1. Naviance – a partnership was established with EAB to gain prospective student leads from areas in Maryland and Virginia with a more diverse population. In addition, messaging about ACM is targeted at prospective students considering attending Morgan State University and the Community College of Baltimore City, which are both very diverse institutions. As leads are received from Naviance, follow-up communications are sent to students. Important information is also shared via the counselor community message board.
2. College Fairs – attended college fairs at high schools in urban areas with more diverse populations including:

   - Charles County College Fair - September 21, 2022
   - Southern Maryland College Fair - September 22, 2023
   - Montgomery Blair High School College Fair - September 27, 2022
   - Cecil County College & Career Fair - October 5, 2022
   - Frederick County College Night - October 5, 2022
   - Paint Branch High School College Fair - October 13, 2022
   - Clarksburg High School College & Career Fair - March 1, 2023
   - Springbrook High School Post-Secondary Options' Event - March 8, 2023
   - James H. Blake High School Post-Expo - March 16, 2023
   - Anne Arundel Community College/Anne Arundel County College Fair - March 16, 2023
   - Great Mills High School College & Career Fair - April 20, 2023

3. On-campus Tours – hosted on-campus tours with students from Squashwise Middle School and Paul Laurence Dunbar High School. Both schools are located in Baltimore City, Maryland.
4. Women's Health & Wellness Expo – attended this event held on April 19, 2023, at the YMCA in Allegany County.
5. National Night Out – attended this annual event sponsored by the City of Cumberland. The event location is in South Cumberland near The Salvation Army and Cumberland Housing Group.

6. Support of the NAACP Allegany County Branch – purchased sponsorship packages for various events including Juneteenth and Freedom of Voice Awards.
7. ACCESS ACM Magazine – ensure inclusion of all demographics in every issue. The Spring 2023 edition's cover featured Rebekah Wormack, '22 AAS Medical Laboratory Technology graduate who is an African American female. This magazine is mailed to over 25,000 alumni, donors, and community members on a bi-annual basis.

Student Retention

Retention efforts occur daily and campus wide. Targeted retention efforts for traditionally unrepresented students are captured by several specific operational units.

- Residence Life personnel apply their skills and all of their time to supporting Willowbrook Woods residents and building community via individualized attention, direct services, communications, and programs presented by the Resident Assistants. With an emphasis on academics, Residence Life tracks both grade point average and retention (ie., year-to-year contract renewal) of Willowbrook Woods residents. (Willowbrook Woods is a minority-majority community.) This information is used to make appropriate operational adjustments including communication/outreach to residents, to promote resident use of academic resources, to inform programming, and to support staffing requests.
- Academic Access and Disability Resources provides many services to students with disabilities. The Director evaluates disability documentation and makes determinations for accommodation requests. Considerable data is collected and tracked by AADR including the number of students served, the types of disabilities reported, and the number/nature of accommodations provided.
- Retention Specialist: The College used funds from its Perkins Grant to create a new position in FY21: Career and Technical Education Recruiter and Retention Specialist. The Retention Specialist is responsible for recruitment, enrollment, and retention of students (traditional and special populations) interested in attending Allegany College of Maryland. By working directly with CTE students, the main goal is to increase the success of the students; therefore, increasing ACM's CTE graduation rate. This position also works closely with the career program directors. According to the Federal Guidelines for Perkins, special populations include: individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields (eg., males in Nursing, females in Auto Tech, females in Criminal Justice and males in Dental Hygiene); single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C.1143a); youth who are in or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces and is on active duty.
- The Pathways for Success Program at Allegany College of Maryland (ACM) is a TRiO Student Support Services project funded through a grant from the U.S. Department of Education. Program goals include increasing the retention, grade point average, graduation and transfer rates of first generation, income eligible students as well as those students with documented disabilities. Retention efforts for traditionally underrepresented populations is Pathways' #1 objective.
- Aspiring Young Mentors: This academically-oriented student group is a College project whose original mission was to "Foster student success through a collaborative network of med dedicated to leadership, mentorship, and a growth mindset" and whose original vision was to "Lead young African-American men at Allegany College of Maryland in achieving their dream." While its mission/vision is not solely DEI, its existence is rooted in College data showing a worrisome achievement gap between students generally and black male students. At this writing, AYM is going co-ed since several female students have shown interest and have been attending the weekly meetings. AYM is working to rebuild a group since the original cohort has now graduated/transferred. The mission remains the same-to improve the GPA, graduation, and retention rates of underserved students. The group provides a support network, holds group meetings, hold individual sessions between mentor/mentee, and offers monthly programming. Students who aspire to mentor other students must have a minimum GPA, successfully completed 2 semesters at ACM, apply, be recommended by 2 faculty/staff, agree to the Peer Mentor Contract, and complete required trainings. Aspiring mentors must apply to serve. The group plans to offer programming in Fall 2023 and to grow membership through the students' innovative ideas and leadership.
- Unity Center: The Unity Center's mission is to provide a space for multi-cultural learning opportunities that engage students, faculty, and staff in meaningful ways. The Center serves as an educational and engagement space for many College groups and clubs including Aspiring Young Mentors (Unity Center is that student group's headquarters), Pride Club, Advocates for Christ, as well as employee/student

activities such as Pathways for Success (a TRIO program), Academic Access & Disability Resources, Financial Literacy presentation, Faculty-TLC, and more. It also hosts open hours for students to use the space/computers.

- Scholarship Week organized for the second year to educate all students about the abundant scholarships available to ACM students to make college more affordable; organizers/partners were the DEIJ Committee, Reading and Writing Center, Pathways for Success, and Aspiring Young Mentors.
- [New in FY24] Student Support Assistant: Due to the growing demand for mental health and personal support services which strained both full time staff and contracted provider, Student Affairs sought and obtained authorization to create a new position to provide additional support to students amid the mental health crisis being experienced nationwide. This part-time position is designed offer support services directly to students in need with a twist: to be mobile – going where the students are during evenings and some weekends with regular shifts dedicated at Willowbrook Woods (on campus housing / minority majority community). Time permitting, this person will also assist with programs. During the summer, the SSA will manage housing applications and contracts for incoming Willowbrook Woods residents. If successful with data tracked over the coming year, the position could grow into a full-time position.

Faculty and Staff

Human Resources has pursued multiple strategies to recruit a more diverse workforce. Examples include expanded and targeted advertising of full-time positions; posting faculty and higher-level professional positions on Higher ED Jobs with an extra diversity package boost, working with Marketing to increase the Facebook posts of open positions, producing and airing a local radio ad with Forever Media, and the development and training of Search Committee experts to serve on every hiring committee.

The College continually directs resources to retain employees. Examples include systematic pay increases for employees in the annual budget to close the salary gap across Maryland, benefits which annually receive high marks in the employee satisfaction survey, dedicated budget dollars to professional development and membership, annual Professional Development Day in which any employee may present an educational session to their peers about any subject in their scope of their professional or personal expertise, free or discounted services (eg., counseling, athletic facilities, parking, gym membership, and more), recreational/social activities throughout the year, and end of year awards and recognition.

Section Three: ACM's efforts to create positive interactions and cultural awareness among students, faculty, and staff including training programs, curricular initiatives, and co-curricular programs.

- Mandatory employee diversity training described above.
- Notifications / Presentations described above.
- Allied Health Professionalism Seminar discusses the concepts of professionalism in Nursing and Allied Health programs as it relates to communication, confidentiality, social media netiquette, and diversity, inclusion & illicit bias." as one of the objectives in the program's student orientation.
- Allied Health Programs with or without accreditation requirements include components of diversity and cultural competence in their curricula. Examples include Nursing Medical Administrative Assistant,
- DEIJ Initiative Award: Starting in spring of 2022, the DEI Committee developed and presented an award to recognize an ACM employee for taking initiative in a DEI-related way. The Diversity, Equity, and Inclusion Initiative award is given on behalf of the DEI Committee to an ACM staff or faculty member who has demonstrated innovation in the areas of diversity, equity, inclusion, and/or justice. The second annual award was issued in Spring 2022 to Ashley Dively for her work with the Aspiring Young Mentors.
- Student Diversity Equity, Inclusion and Justice Initiative Award was awarded for the first time this year.
- Special programs and events for students, faculty, and staff. See Appendix A.
- CHEER Program is a new partnership between ACM and Allegany County Public Schools to offer a blended mix of high school classes and college classes on campus to selected high school seniors who have Individualized Educational Plans.
- 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."

- ❖ Homeless Resource Day: This valuable program has been in hiatus but returned in Fall 2022 and is scheduled with expanded offerings in Fall 2023.
- ❖ Transition Program: Partnership with Allegany County Public Schools 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.
- ❖ DEIJ Committee members offered a Professional Development Day session entitled "Becoming a Pronoun Pro". Description: *Attendees will be able to articulate the significance of using pronouns in the higher education setting and pronouns' place in the greater DEIJ conversation. Attendees will be able to update their existing professional resources and/or technologies with their pronoun information.*

Section Four: ACM's emerging populations (ie., untraditional) that are currently underrepresented in higher education.

- ❖ Retention Specialist: The College used funds from its Perkins Grant to create a new position in FY21: Career and Technical Education Recruiter and Retention Specialist. The Retention Specialist is responsible for recruitment, enrollment, and retention of students (traditional and **special populations** (emphasis added)) interested in attending Allegany College of Maryland. By working directly with CTE students, the main goal is to increase the success of the students; therefore, increasing ACM's CTE graduation rate. This position also works closely with the career program directors. According to the Federal Guidelines for Perkins, **special populations include: individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields (eg., males in Nursing, females in Auto Tech, females in Criminal Justice and males in Dental Hygiene); single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C.1143a); youth who are in or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces and is on active duty**. (emphasis added)
- ❖ CHEER Program is a new partnership between ACM and Allegany County Public Schools to offer a blended mix of high school classes and college classes on campus to selected high school seniors who have Individualized Educational Plans.

Section Five: ACM's other initiatives that are central to the cultural diversity plan.

- ❖ The Civic and Community Engagement Committee is charged with seeking and sustaining Carnegie Community Engagement classification. The Committee had its third assessment of student community engagement conducted by outside research organization, Siena College Research Institute. This National Assessment of Service and Community Engagement surveys students to collect multiple data points regarding students' community engagement including diversity-related data related to the development of students as engaged global citizens (EGC). The survey result's "score" for diversity is one of four indicators of knowledge, skills, and behavior of EGC. (The other scores are critical thought, political action, and social justice.) All indicators are weighed against values scores (ie., how much the students value each of the indicators). The College's EGC score on diversity (66/100) is its highest EGC indicator although its performance of community engagement on diversity is less than its *valuation* of diversity (80/100). (Rating above 50 is a good rating.) The study made several recommendations. Regarding EGC, it said "Allegany's Engaged Global Citizen scores are notably lower than the student reported values in the areas of Diversity, Political Action, and Social Justice, demonstrating that students' reported knowledge, skills, and behaviors are not in line with students' values for those areas. Create additional opportunities for students to be engaged in the area of Political Action [the lowest scored indicator] through cross-campus learning and structures." (No recommendation directly related to diversity.)

Attached as Appendices:

A – FY22 Modified Diversity Report as required
B – FY22 Diversity Report Appendix (Traditional/Legislative requirements)
C – FY23 Programs & Events List

Allegany College of Maryland

APPENDIX A

2022-2023 EDUCATION, PROGRAMS, & EVENTS

Curricular Initiatives

Medical Assistant

Here are topics in our core curriculum that revolve around diversity, moral and ethical issues, biases, stereotypes. We have a chapter on challenges in healthcare, social conditions and their impact on health, racism (all racism not just black and white) in healthcare and implicit racism. Then another chapter covers implicit bias, factors of cultures, dominant culture, cultural differences, religious beliefs and health, and communication barriers for non-English speaking patients. Here are relevant student learning outcomes: Identify issues associate with diversity as it relates to patient care; Identify potential effects of personal morals on professional performance; Demonstrate professional response(s) to ethical issues; Respect Diversity

Also in our clinical classes, as we start new units (vitals, OB/GYN, positioning, minor office surgery, etc.) we always talk about cultural issues that can effect providing care i.e. middle eastern woman not wanting to be uncovered, men speaking for women, cultural beliefs about rituals or medicinal/herbal supplements, etc.

Information Technology

All employees were offered the opportunity to learn more about Microsoft and its Accessibility, Equity, and Inclusion features and themes via a free online training.

Computer Science

A new collaboration began this year for a student to assist a local minority-owned business with its webpage development. The first business to partner with the College's Computer Science program was N the Cutt Barbershop. The business owner received a brand new, high quality website, and the student earned both experience and a boost to his portfolio.

Continuing Education

Connecting with Those We Serve: Culturally Competent Care in Mountain Maryland is a new cultural competency course focused specifically on Appalachian culture in partnership with Healing Allegany and Maryland Area Health Education Center (AHEC) West. The training "promotes stronger community-oriented health care delivery through cultural understanding…is designed to encourage participants to better understand their own cultural self while also deconstructing their stereotypes of others….participants will examine Appalachia as a culture as well as community-related issues such as diversity, equity, stigma around substance abuse, and the impact of poverty on individuals and families."

Beginning Sign Language: This Signed English class is an introductory Sign Language class in the principles of manual communication where sentence structure is emphasized and a sign is executed for every word in a sentence. The goal of this course is to make students comfortable communicating and practicing with deaf persons; including the work place, social gatherings, and emergencies. In addition, the overall objective is to further integrate the deaf into general society by helping to increase the number of hearing persons who know Signed

English. This course will also familiarize students with what deafness means to the deaf person, the family, and the community.

Intermediate Sign Language: This is an intermediate course in the principles and practices of manual communication.

Counseling LGBTQ+ Clients: What Clinicians Need to Know - Individuals will leave this educational session with a deeper understanding of the issues facing LGBTQ+ clients as well as identifying client and professional networking resources.

Course Objectives:

1. Demonstrate a knowledge of appropriate terminology when working with LGBTQ+ individuals.
2. Investigate multiple case studies to develop a better clinical understanding of LGBTQ+.
3. Explore many of the unique challenges faced by LGTBQ+ individuals and the families in western MD.

Co-Curricular Programs & Events

Includes original programs by ACM personnel, sponsored by ACM units, and/or promoted for participation.)

Choose Civility Days

- **Ladder of Prejudice → Bridge to Civility: How will you respond? This silent dialogue explores acts of prejudice from spoken/written abuse all the way to murder/genocide. This activity is based on a theory explained in Gordon Allport's book "The Nature of Prejudice". Students will have the opportunity to anonymously share their own experiences and then offer words of encouragement and support to others. Displays of essays explore various challenges in their lives.**
- **Diversity Activities in Education (ACM's teacher education Program books and activities)**
- **Deliberative Dialogue - A Bridge Across Differences.** In today's polarized climate, it is critical to approach difficult issues by coming together and having constructive conversations. This dialogue will focus on the rising costs of healthcare and ask for each person's perspective on what might be causing the challenges as well as potential solutions.

Student Life / Student Government Association / Student Clubs: Allegany College of Maryland, through its Student Government Association, recognized 30 Student Clubs in FY22, although most continued to pause their meetings/activities due to the pandemic. Active clubs that promote diversity include the Student Government Association, Advocates 4 Christ, Choir, Nurse's Christian Fellowship Club, Peace Club, Phi Theta Kappa, Veteran Support Club, Volunteer Club, PRIDE (LGBTQ/Ally Club), and 21 academic-related clubs and honor societies. During the academic year, students worked to reactivate the NAACP Club on campus.

Unity Center Programs

- Motivational Mondays: Sessions built around student-led topics. Averaged 16-18 attendees in The Unity Center. Programming was open to ANY student at ACM.
- Fall 2023-Spring 2024 Anticipated Programming: More student-led programming with ACM Faculty/Staff presentations and at least three outside speakers.
- Amigo Centre Collaboration: *Summer 2022:* One student was selected to go to Michigan and serve the entire summer at Amigo Centre. This is a new partnership with AYM. The Assistant Director of this program drove from Michigan to ACM on the final day of the semester and picked up this student. Because this student is in the foster care system, this summer opportunity was life-changing. He worked at the Amigo Centre all summer, and he did not go home until August. Instead of living in the foster care environment in a city, he spent the summer in a quiet, rural town in Michigan. He told us, "instead of

thinking daily about how to survive, I got to spend my summer actually breathing for the first time." The student emergency support committee did help him purchase items he needed to work there. Currently collaborating with Gerry Geil to identify a student to send for summer 2023.

- "John Lewis: Good Trouble" - screening of the movie followed by dialog on the theme of "Connect, Build Relationships, Build Bridges".

Veterans Day Event – our annual Honor and Recognition Ceremony resumed being held in-person following Covid's virtual events in recent years..

Library/Learning Commons Programs

- Black History Month (theme: Celebrating Black Culture)
- Women's History Month (theme: Women's 1st: Honoring Woman Trailblazers)
- Gay Pride Month
- Irish-American Heritage Month

Black History Month:

- **The National Museum of American Diplomacy invites you to: "Diplomacy Classroom: Race, Citizenship, & Red Scares" - a virtual program offered by** the National Museum of American Diplomacy (NMAD) commemorate Black History Month. NMAD's Public Historian, Dr. Alison Mann, will feature the story of Robert Robinson, a Black American who unwillingly spent 44 years in Soviet Russia. Dr. Mann will also discuss how Bill Davis, a Black Foreign Service Officer, used the diplomatic skills of innovation and advocacy to assist in Robinson's repatriation.
- https://blackhistorymonth.gov/
- **28 Days of Black History** - https://www.28daysofblackhistory.com/
- **The National Museum of African American History & Culture has several virtual events this month:**
  - A Space for Us All : Astronauts Victor Glover & Leland Melvin, along with NASA Directors Clayton Turner & Vanessa Wyche will be sharing experiences and ideas about the future of space travel and the needed skills for the future workforce at NASA.
  - Poetry Workshop: Black Women and Beauty
  - Poetry Workshop: Black Men and Flight
- **The National Constitution Center is hosting the following virtual events:**
  - The History of Voting Rights, Featuring Gloria J. Browne-Marshall– Learn "how organizations like the NAACP and key African Americans have fought to expand voting rights for all." –
  - Kids Town Hall: Freedom Fighters (for learners of all ages) Henry Box Brown, Frances Ellen Watkins Harper and Bishop Richard Allen will share their experiences in the fight for freedom and equality.
- **PBS has several films you can check out for Black History Month that are free:**

  https://www.pbs.org/show/pov/collections/black-history-month-2023/

  https://www.pbs.org/articles/welcome-to-the-block-party/

  https://www.pbs.org/articles/topic/black-culture-connection/

- **Black History Month Movie –** Several options will be presented and students will get to choose the film. (offered weekly by ACM's SGA during the month of February)

Women's History Month: How to be a Citizen Researcher. This one hour online program, sponsored by the Maryland Women's Heritage Center in partnership with the local libraries of Allegany and Garrett Counties, will stress the important role everyday citizens have in identifying women of history in their communities and the resources available to them at their public library.

Women's History Month:
https://womenshistorymonth.gov/
https://www.nps.gov/subjects/womenshistory/about.htm
https://www.nps.gov/subjects/womenshistory/women-s-history-events.htm
https://www.cliohistory.org/#gsc.tab=0
https://www.history.com/topics/holidays/womens-history-month
https://www.preservationmaryland.org/tag/womens-suffrage/
https://constitutioncenter.org/calendar/womens-history-month-2023
https://artsandculture.google.com/story/yQUBiEoc1TLeJA

Women's History Movie - Several options will be presented and students will get to choose the film.

Irish-American Heritage Month:
https://www.archives.gov/news/topics/irish-american-heritage
https://www.census.gov/newsroom/facts-for-features/2023/irish-american-heritage.html
https://www.si.edu/spotlight/irish-american
https://www.loc.gov/rr/main/irishamerican/lconline.html
https://www.aoc.gov/explore-capitol-campus/blog/celebrating-irish-american-heritage-month
https://www.history.com/topics/st-patricks-day/history-of-st-patricks-day
https://www.nps.gov/articles/000/irish-american-heritage-month.htm
https://irish-us.org/#explore

Unfinished Business: The Equal Rights Amendment as of 2022 – A virtual forum on Women's Equality Day sponsored by Maryland Women's Heritage Center and AJ Conroy from the ERA Coalition to "look at the current status of the ERA and what remains to be done to ensure that women have access to all rights of citizenship"

Irish-American History Trivia Scavenger Hunt – Various Locations around campus **–** Check your email on March 20th for the starting location of the scavenger hunt. Follow the clues and make your way to the pot of gold and learn a little about Irish-American History along the way.

Wall of Secrets Part of the Alive! Mental Health Fair is a Wall of Secrets. This project is based off the Post Secret project by Frank Warren. This station will be a place for students to anonymously share a secret they're keeping on a post card that will be posted on the Wall of Secrets along with secrets collected from other college students (both ACM and non-ACM). The purpose of this station is to allow participants to "let go" of a secret or the burden of the secret and also see that there may be others that share something similar, so they're not alone. There will be opportunities for students to create cards at the event. Students can also create a card on their own at home before the event and bring it to be displayed on Wednesday or they can drop their card off in the box outside my office by Wednesday morning.

ACM 1st Gen Days: access your Success by visiting with various departments and resources to help you be successful as a first generation college student, attend a First Gen Panel discussion, get a Proud to be FIRST photo op with College President Cynthia Bambara and other first generation students; and enter a First Artistic Expression Contest.

International Peace Day: Skill development event led by a student. **"**The practice of chanting enables all people to bring forth their inherent Buddha nature – limitless courage, compassion, and wisdom. By chanting, we experience positive changes, undergo human revolution or inner transformation, and develop the conviction that we can transform any suffering."

Eating Disorders Awareness Week. We will be sharing information and resources in Brightspace about this topic (Under Awareness Resources), including common eating disorders, signs and symptoms of each, what to look for, how to help, and so much more!

Mirrorless Monday. Looking in the mirror, some can see their reflection and think nothing of it, while others see their reflection in the mirror and are consumed by their perceived imperfections. To help remind everyone that the image in the mirror doesn't define us, we're participating in "Mirrorless Monday". We will be covering the mirrors in the College Center (and possibly other areas across campus) and are writing positive notes and affirmations to encourage everyone to look beyond their reflection!

Random Acts of Kindness Week. SGA would like to challenge you to join us as we commit Random Acts of Kindness across campus and at home. We aren't setting up tables in the College Center or anything like that, we'll be committing our acts of kindness without a lot of fanfare, as we want the act to have the element of surprise. We ask that you take a moment out of your day anytime during the week to do something nice for someone else. You don't have to spend any money if your financial situation doesn't allow you to. It's just about making someone else's day! You can make yourself known to the person or you can be anonymous. It can be as simple as complimenting someone's outfit or holding a door open for the person behind you.

ACM Bridging the Gap between Ukraine and the US: an engaging international dialogue with students in the Ukraine! Listen to ACM students as they dialogue with their matched Ukrainian student partners discuss their goals for life, work, education, and their cross cultural understanding of the current day social problems being experienced because of the Russian invasion.

AARP *"Disrupt Aging"* - Join us to learn what it means to grow older. We need to change the conversation because a demographic revolution is disrupting the way we age!

National Coming Out Day supports lesbian, gay bisexual, and transgender people in "coming out of the closet", which can be a very big moment in their lives. The goal of this awareness day is to help eliminate hate and homophobia and to dispel stereotypes. "Interactive Story Wall" encourages all persons to share their coming out story, read the stories of others, and share notes of encouragement.

Violence Prevention, Awareness, and Support events

- Domestic Violence Awareness Month
- Sexual Assault Awareness Month
- Dating Violence Awareness Month
- Teen Dating Violence Awareness Month.
- The Clothesline Project

Maryland Higher Education Commission
Cultural Diversity Report 2023

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 & Relationships; Equity & Inclusion; Innovation & Creativity; Opportunity; Positivity

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.

Board of Trustees-Approved Policy on Diversity, Equity, Inclusion, Antiracism, and Accessibility
Anne Arundel Community College embraces and promotes diversity, equity, inclusion, antiracism, and accessibility and fosters, cultivates, and sustains diversity, equity, inclusion, antiracism, and accessibility in its activities, admissions, community involvement, curriculum, employment, policies, and programs. This policy applies to all students, faculty, and staff, including temporary employees, contractual employees, and student employees. In December 2022, the Board of Trustees approved the addition of accessibility to this policy.

Section 1: A Summary of the Institution's Plan to Improve Cultural Diversity
At Anne Arundel Community College (AACC), diversity is only one component of our strategic commitments to make equity and inclusion a reality for everyone in our campus community. In December 2022, our Board of Trustees approved in policy the College's addition of accessibility to our existing commitments to promote and achieve diversity, equity, inclusion, and antiracism for our students, faculty, and staff. In keeping with state law, the Board of Trustees also approved the addition of hair style and hair texture to the College's non-discrimination policy since the submission of the 2022 MHEC Cultural Diversity report.

Accessibility Initiatives
In August 2022, AACC formed a cross-divisional team comprised of educators, administrators, technologists, and staff to identify and overcome challenges related to digital accessibility. AACC's community recognizes that digital accessibility is essential to ensuring equity and inclusion. At present, there are fourteen (14) sub-teams addressing various aspects of digital accessibility, not limited to, accessibility of our learning management system (LMS), developing the College's accessibility statement, developing policies and procedures for acquiring accessible textbooks and course materials, and curating resources for an accessibility toolkit. The chief diversity, equity, and inclusion officer (CDEIO) is working collaboratively with staff in the Information and Instructional Technology (IIT) division to develop dashboards to track the progress of the sub-teams and general accessibility efforts.

The CDEIO, general counsel, director of Disability Support Services (DSS), and the dean of student success collaborated this year to develop an accessibility statement to provide context and guidance for our accessibility efforts on campus. The statement was reviewed by faculty and staff constituency groups prior to presentation to the Board of Trustees in May 2023.

In January 2023, the College hired its inaugural Americans with Disabilities Act (ADA) and Accessibility Coordinator whose role involves creating inclusive and accommodating environments and assisting the College in adhering to federal, state, and local laws related to accessibility and accommodation.

IDEAL Office

The Office of Inclusion, Diversity, Equity, Access and Leadership (IDEAL Office) fosters a community of inclusive excellence, works to remove barriers for historically underrepresented groups, serves to build and strengthen partnerships with diverse organizations and agencies in the community, and promotes intercultural relations and cultural competency to sustain an inclusive learning and working environment. The IDEAL Office is staffed by the CDEIO and the College's Coordinator for Inclusive Excellence with administrative support from the President's Office.

Collegewide Diversity Committee

Plans are underway to reassemble the college-wide diversity committee with a new charge and new structure in the 2023-2024 academic year. Several members of the college community across all constituency groups have expressed interest in becoming part of the committee. The committee will support the IDEAL Office in researching and planning cultural observances, assisting with the development or revisions of DEIAA-related policies, facilitating DEIAA training, and supporting campus-wide activities that enhance diversity.

FY23 Diversity, Equity, Inclusion, and Antiracism (DEIA) Professional Development Plan

Anne Arundel Community College was selected as one of 10 community colleges in the nation as part of the inaugural cohort of the Racial Equity Leadership Academy, a joint venture between the Achieving the Dream foundation (ATD) and the University of Southern California (USC) Race and Equity Center. The College's goals for its RELA involvement included the development and implementation of a DEIA professional development plan for all full-time faculty and staff in FY23. The plan's primary goals were to build institutional capacity in advancing equity and inclusion and to improve the College's ability to attract and retain a diverse workforce.

Effective July 1, 2022, the plan required each full-time faculty or staff member to complete three (3) required DEIA institutional professional development courses (Diversity 101, Addressing Unconscious Bias, and Fostering a Climate of Inclusion, Civility, and Respect), to participate in two (2) elective DEIA professional development experiences to foster professional growth, and to develop and make significant progress toward one DEIA-focused professional development goal by June 30, 2023. As of April 2023, AACC had offered 350 hours of DEIA-centered professional development programming, accounting for nearly 4000 person-hours of professional development.

In January 2023, the Board of Trustees participated in a DEIA-centered professional growth experience facilitated by the College's Interim CDEIO and interim Coordinator of Inclusive Excellence.

Collegewide DEIAA Strategic Plan
At the time of this report, the CDEIO is revising the College's diversity, equity, inclusion, antiracism, and accessibility strategic plan. Revisions will include updates to offices, divisions, and titles of College officers and the addition of accessibility targets. The plan is expected to be presented to the Board of Trustees for approval in Fall 2023.

Policy & Procedure Equity Review
During the 2022-2023 academic year, the interim CDEIO collaborated with general counsel to complete a review of all newly drafted policies and procedures to ensure that equity is a foundational element of each document. This review occurs prior to submission to the Board of Trustees for review and approval.

Middle States Commission on Higher Education
In March 2023, the College participated in its accreditation site visit with the Middle States Commission on Higher Education (MSCHE). Preliminary results from the site visit team endorsed the College's self-study recommendations but did not offer any additional recommendations. The institution was repeatedly lauded during the site visit and in the preliminary results for its commitment to diversity, equity, and inclusion that was apparent in the review of academic services, College policies, student support services, and personnel policies and procedures. The final accreditation report is expected in Fall 2023.

Bias & Hate Crime Reporting
To assist with climate monitoring, members of the College community are invited to share concerns about campus climate, including bias incidents, discrimination, harassment, and hate crimes. Bias incident reports from students, faculty, staff, and community members are initially received by the CDEIO, interim coordinator of inclusive excellence, and the director of community standards who review the report and determine an appropriate course of action. At present, general counsel, the CDEIO, the director of community standards, and the chief compliance and fair practices officer (CCFPO) are reviewing and revising the College's procedures for bias incident reporting.

Hate crimes are generally reported directly to AACC's Department of Public Safety (DPS). Such reports trigger a police report and investigation. On occasion, such reports come through the bias incident reporting system and are referred to DPS by the director of community standards or CDEIO. All campus hate crimes reports are referred to Anne Arundel County Police. DPS tracks all hate crimes and reports annual in keeping with its duty specified in the Clery Act.

Section 2: **Efforts to Increase Diversity of Historically Underrepresented Faculty, Staff, & Students**
As in previous years, AACC leadership recognized that honoring our strategic commitments to equity and inclusion requires us to reflect on and develop action plans to enhance our diversity as a College community. As an institution, we consider recruitment and retention efforts to be inextricably linked in our efforts to create a rich, diverse campus community.

Students

AACC served 26,044 students who enroll in both credit and noncredit classes. The student body is increasingly diverse with 46% of credit students identifying as members of racially minoritized groups.

Admissions

During this academic year, our Admissions office staff and leadership engaged in numerous initiatives to help increase diversity of our student body and to enhance our recruiting efforts in segments of the community that are underrepresented at AACC and in higher education in general. Selected Admissions activities included: attending ESOL Night at South River High School; conducting information sessions at Anne Arundel County High Schools with significant minoritized enrollment (e.g., Annapolis, Arundel, and North County High Schools); staffing a recruitment table at AACC's GED graduation ceremony; and participating in college and resource/education fairs for the Boys & Girls Club, Gable Education Fair, Old Mill High School, and at Anne Arundel County Public Library locations. Additionally, the Admissions team partnered with a live translator to offer presentations to predominantly Spanish-speaking audiences in the community about our credit, non-credit, and dual-enrollment programs. Data suggest that these efforts are associated with 2.9% - 26.5% increases in admissions applications since FY22.

Crosby Scholars Program

During the 2021-2022 academic year, AACC partnered with Crosby Marketing to develop a $100,000 scholarship fund to expand opportunities for underrepresented students to pursue degrees and future careers in the advertising and public relations field. This scholarship opportunity, which is open to all, will fund ten students for two years for up to $25,000 that covers tuition, equipment, supplies, and transportation. During the 2022-2023 academic year, AACC welcomed its first cohort of Crosby Scholars with a welcome orientation at Crosby Marketing. Scholars also received mentoring from Crosby Marketing staff, job shadowing experience, and support, advising, and guidance from an advisor in the College's Student Achievement and Success Program (SASP).

Faculty & Staff Initiatives

African American Leadership Institute (AALI)

During the 2021-2022 academic year, AACC sponsored its inaugural cohort of the African American Leadership Institute (AALI), and in the 2022-2023 academic year, AALI welcomed a second cohort of seven faculty and staff leaders. AALI participants meet monthly for professional growth and development with community college leaders of color and with professional mentors who are vice presidents, provosts, and deans at other institutions. Each cohort also proposed leadership development projects that aligned with the College's strategic plan goals and objectives, with the College's diversity, equity, and inclusion needs, and with the recommendations of our most recent campus climate survey (from 2018). The inaugural cohort of thirteen faculty and staff graduated from AALI after presenting their leadership development projects, and the second cohort will work during the 2023-2024 academic year to complete their leadership development projects. This program is open to all employees to apply.

Faculty and Staff Recruitments

During the 2023 fiscal year, AACC conducted several recruitments for faculty, staff, and administrative staff positions. To support our efforts to enhance diversity in the workplace, Human Resources (HR), the

Chief Compliance & Fair Practices Officer (CCFPO), and the CDEIO partnered to facilitate required search committee training for all committee members. This training includes information about the search process and how to use the College's applicant tracking system as well as critical information about Affirmative Action, bias, and other factors that may affect our ability to hire and retain a diverse workforce. Additionally, the CCFPO, Human Resources, and the CDEIO coordinated efforts to examine applicant pool diversity, search committee diversity, and composition of interview questions (i.e., AACC requires committees to use a minimum number of diversity, equity, and inclusion questions and College values questions as part of their queries of candidates). Human Resources enhanced recruitment efforts by posting in professional networks and associations, publications, and with institutions that attract or cater to more diverse member or student populations [e.g., Historically Black Colleges and Universities (HBCUs), Maryland Legislative Latino Caucus, National Black Nurses Association]. In addition, our HR recruiter earned a certification in diversity recruitment to support our efforts in this area.

Additional efforts to foster recruitment and retention of a diverse workforce include availability analyses in which the representation of minorities and women in particular job groups are compared to estimated availability of qualified individuals in those groups with placement goals generated where applicable. Placement goals are intended to inform recruiting efforts for the upcoming year but do not represent quotas, ceilings, or floors. They also do not justify extending job offers to candidates solely on the basis of their identity.

The Division of Learning hosted its two annual faculty search kick-off events to launch the FY23 hiring cycle with a search leaders training which included members of academic leadership and search committee chairs and a faculty search committee training that emphasized the recruitment process and timeline and vital aspects of the process that align with our strategic commitments around equity and inclusion. This year's faculty search included a request for a DEIA narrative submission from all faculty candidates, developing a scoring rubric for DEIA narratives, and streamlining of the search process to shorten the recruitment timeline.

Section 3: Description of Efforts Designed to Create Positive Interactions and Cultural Awareness

Serenity/Interfaith Initiatives

During the 2022-2023 academic year, cross-divisional collaborations resulted in the identification of spaces for prayer, serenity, and spiritual practice on campus. The CDEIO, leadership from the division of Learner Support Services, and staff from Information and Instructional Technology (IIT) and Learning Resources Management (LRM) are currently engaged in planning and design process for dedicated spaces in support of spiritual and religious practice on AACC's Arnold campus, along with the Arundel Mills, and Glen Burnie Town Center locations. Faculty, staff, and students will be engaged in the effort to establish community guidelines for these spaces in summer and fall 2023. The planning and design team are developing a process for the campus community to provide feedback about their experiences in utilizing the spaces for their interfaith and spiritual needs.

The IDEAL Office staff developed content for the college community to share information about inclusive practice for various religious communities on campus. Messages included suggestions for creating a sense of belonging for the Muslim community during Ramadan; semi-annual calendars to

raise awareness of religious observances; and communications about the impact of the fall time change on those who observe Shabbat.

Co-Curricular Programs for Students

Here is a partial listing of the program offerings for 2022-2023: Black Male Institute and Black Male Summit; Back to School Cookout; the 42nd Annual Dr. Martin Luther King, Jr. Community Breakfast; National Coming Out Week; Student Achievement and Success Program (SASP); Hispanic American Heritage Month; Black History Month, including an HBCU Lounge for the College's annual transfer fair; Women's History Month; Veterans Appreciation Month; three DEIA sessions for the annual Student Leadership Conference, including one about foundations of diversity and inclusion and another about unconscious bias; a Student Voice panel featuring six AACC student panelists sharing stories about their intersectional identities; on-site and virtual library exhibits to complement cultural heritage and social justice events; veterans' workshops focused on mental health services, college transfer, and employment opportunities, and a workshop series about LGBTQI+ allyship for student athletes.

During the spring 2023 semester, the interim coordinator for inclusive excellence facilitated a three-session DEIAA professional development series for the staff and leadership of our campus newspaper, *The Campus Current*. The popular series involved basic information about diversity, equity, and inclusion, developing cultural sensitivity and humility, countering implicit bias in journalism, and a great discussion about history of tension between marginalized communities and the media.

Faculty & Staff Training & Curricular Initiatives

During FY23, the IDEAL Office staff offered targeted professional development opportunities to each school in the College's Division of Learning (Business & Law; Continuing Education & Workforce Development; Health Sciences; Liberal Arts; Science, Technology & Education) to foster inclusion and belonging. Selected experiences included:

- monthly professional development series for Nursing faculty and staff (including the 3 core DEIA sessions in the FY 23 DEIA professional development plan and a session about socioeconomic status and basic needs for nursing students);
- workshops and roundtables about embedding DEIA pedagogy in English and mathematics;
- workshops about DEIA and trauma-informed pedagogy for the College's TEACH Institute;
- marketing *Housing Today* series for the College's Architecture department (year-long series that examined the impact of DEIA on housing, particularly in Anne Arundel County); and
- facilitating social capital, identity awareness, and microaggressions professional development experiences for the College's Model Course DEIA-centered faculty learning community.

Faculty and staff colleagues at the College also sponsored workshops and activities that expanded our full-time and part-time employees' knowledge of the impact of social capital on student success; centering racial equity in data analytics and institutional assessment; the vestiges of racism, classism, and ableism in higher education terminology; centering DEIAA in our budgeting and finance processes; and centering DEIAA in the development of professional goals. IDEAL Office staff and the College's Center for Faculty and Staff Development partnered to offer a weekly series of professional development sessions about accessibility. This year also marked the reinstatement of our Anne Arundel Rainbow Network (AARN) professional development series that focuses on assisting our faculty and staff

in becoming better allies to our LGBTQI+ faculty, staff, and students. Plans are also underway to create an accountability and reading group for faculty and staff who wish to enhance their knowledge of antiracist practice.

During Spring 2023, our interim coordinator for inclusive excellence also initiated a series of DEIAA-focused workshop sessions entitled *Courageous Conversations* in which members of different identity groups participated in panel discussions to raise awareness of how faculty and staff can create a more inclusive campus community. The first of these conversations welcomed participants from AACC's vibrant Jewish community. The second focused on Black women and legal and cultural issues related to hair, especially in the workplace. Additional sessions are being planned for the 2023-2024 academic year.

The IDEAL Office and AACC Foundation secured donor funding during FY23 to send 10 AACC faculty and staff members to the American Association of Colleges and Universities' (AAC&U) Truth, Racial Healing, and Transformation (TRHT) virtual institute in June 2023. According to AAC&U, "the TRHT Institute uses evidence-based practices to support an antiracist vision of what society will look like when the belief in the hierarchy of human value no longer exists". AACC's TRHT team will be charged with developing new professional growth and development programs for the campus community in FY24.

Section 4: **Emerging Populations**

Generational Diversity in the Workforce

The College offers a monthly online supervisors' forum series that provides opportunities for managers to stay abreast of policy changes, procedures, and other information that may affect their teams. The April forum focused on generational diversity in AACC's workforce and the need for attention to emerging workforce trends, e.g., flexibility demands by millennials, the aging workforce, and the transfer of institutional knowledge and leadership skills as much as one-third of AACC's workforce is retirement-eligible or approaching retirement. The Office of Human Resources is currently developing work teams to address these issues.

Blueprint for Maryland's Future

AACC is one of many higher education institutions preparing for an increase in dual-enrollment students as a result of the Blueprint for Maryland's Future legislation passed in 2021. The institution is preparing for the opportunities created by this potential shift in the demographics of our student body. At present, we are considering how to enhance our preparedness for increased language diversity, for an influx of younger students, and for opportunities to target our recruiting strategies to include segments of our county who have been less likely to attend dual-enrollment courses.

Language Diversity

During the 2021-2022 academic year, AACC faculty and staff from the divisions of Learning, Learning Resources Management, Learner Support Services, and Information and Instructional Technology coordinated a pilot of Language Line to provide on-demand and on-site language interpretation and translation services. The College continues to use these services to enhance language inclusion and prepare our institution to create a sense of belonging for our increasingly diverse student body, workforce, and surrounding community.

Baltimore City Community College
2023 Cultural Diversity Report
Section 1: Summary

Integrity, respect, diversity, teaching, learning, excellence, leadership, and professionalism, make up the eight core values at Baltimore City Community College (BCCC). These core values are inextricably linked and serve as the underlying principles and beliefs that guide the College's work. For BCCC, diversity refers to the College's commitment to "recognize, accept, appreciate, and support individual differences and lifestyles." Diversity plays a central role in the College's efforts to serve the citizens of Baltimore City.

As stated in previous reports, the College organizes its cultural diversity efforts around five primary goals:

> **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 underrepresented 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.

BCCC's cultural diversity and inclusion efforts are outlined in the following five sections: Section 1 – Summary, Section 2 – Increasing traditionally underrepresented groups, Section 3 - Creating positive interactions and cultural awareness among students, faculty, and staff, Section 4 - Emerging populations, and Section 5 – Other related initiatives.

Section II: Increasing Traditionally Underrepresented Groups

In 2022-2023, BCCC made a concerted effort to increase enrollments for all students, including traditionally underrepresented groups. Particular attention has been paid to increasing enrollments for LatinX/Hispanic, international, LGTBQ+, and disabled students. Additionally, the College's TRIO/Student Support Services and Upward Bound programs had robust recruitment efforts to increase participation in both programs. These Federal programs are designed to support traditionally under-represented student groups. BCCC has worked diligently to increase enrollments for Adult Basic Education (ABE) and English as a Second Language

(ESL) students, and the Mayor's Scholars (MSP) students. These programs are also designed to support students who may face unique challenges for academic success.
The programs listed below are just a few examples of BCCC's recruitment efforts to attract a Culturally Diverse population.

LatinX/Hispanic Recruitment Efforts - In an effort to recruit and retain more LatinX/Hispanic students, in 2022-2023 the College partnered with the Adelante' Latina Program in Baltimore. The program supports Hispanic high school girls and provides wrap-around support services throughout their high school enrollment. The College regularly recruits from this population and has developed a Special Summer Adelante' Latina Cohort group. The students will take online virtual classes together as a Cohort while receiving special wrap-around support services from BCCC, Notre Dame University, and the YouthWorks Program. Additionally, BCCC now lists "bi-lingual Spanish speaking", as a preferred qualification for all student-facing vacancies in Student Affairs..

International and ESL Students Recruitment Efforts– In 2022-2023, The International Student Services staff participated in the Maryland-wide recruitment and outreach efforts through the Maryland International Education Consortium-Study Maryland (MIEC) and the Education USA program. During the Fall 2022 term, the International Student Services staff began working with BCCC's English Language Services department to recertify the current ESL program as a full-time academic program with the Federal SEVIS system. The Web-based system that the U.S. Department of Homeland Security (DHS) uses to maintain information on Student and Exchange Visitor Program (SEVP)-certified schools, F-1 and M-1 students who come to the United States to attend those schools, U.S. Department of State-designated Exchange Visitor Program sponsors and J-1 visa Exchange Visitor Program participants. The College expects the approval of this full-time ESL program in fall 2023. Once the Maryland Higher Education Commission (MHEC) approves the program, BCCC plans to see significant increases in international student enrollments. **See Appendix I for ESL and Refugee Programs**

Military Veterans – In 2022-2023, BCCC coordinated recruitment efforts with the Maryland Center for Veterans Education and Training (MCVET), and other in-area support service agencies such as the Maryland Department of Veterans Affairs (VA), Baltimore VA Regional Office, Veterans Affairs Medical Center, VA Maryland Health Care, Veterans Assistance Program, and the Veterans Resource Center. Additionally, in an effort to improve open access for Military Veterans, the Admissions Office expanded the ways in which Veteran students can connect with the Admissions Office and Advising to include the Virtual Help Desk (drop-in advising), individual advising appointments, and individual benefits certification appointments with the BCCC's VA Benefits Certifying Official. The Fall Credit Enrollment table below reflects trends in enrollment of military students.

TRIO Student Support Services and Upward Bound Math & Science (UBMS) – While the goal of TRIO Student Support Services is to increase participation and success of lower-income, first generation, and underserved college-student populations, BCCC's UBMS program is designed to support high school students and expose them to fields related to science,

technology, math, and science (STEM). Both programs are supported by Federal Grants. In 2022, the TRIO program increase participation to

Disability Support Services – BCCC considers outreach and recruitment efforts, focused on increasing access as an important component of BCCC's cultural diversity and inclusion work. For 2022=2023, The Office of Disability Support Services (DSS) staff participated in several recruiting events including the State-wide Transfer Fair sponsored by University of Maryland and Baltimore City Public Schools. This allowed the DSS staff to engage with college and high school staff who serve disabled students. Additionally, the event allowed school officials an opportunity to share resources and tips on recruiting more students with disabilities. The DSS Office provided training to the BCCC Recruiters and Advisors on the appropriate communication styles for distinct types of conversations in the recruiting process Lastly, the DSS Staff offered training to faculty who attended the yearly Convocation on recognizing, support, and refer students who struggle due to a hidden disability. This training not only focused on recruiting more students with disabilities, but the training was also part of ongoing initiatives designed to make students feel more welcomed and supported at BCCC.

Mayor's Scholars Program (MSP) – The Mayor's Scholars Program (MSP) was established in 2018, in collaboration with Baltimore City Public Schools and the Baltimore City Mayor's Office. MSP supports degree and certificate attainment for recent Baltimore City high school graduates. Additional collaboration and support were provided by the YouthWorks Program, Baltimore City's Mayor's Office of Employment Development (MOED), and CASA de Maryland. CASA de Maryland is the leading organization in the mid-Atlantic region that supports immigrant families in the State. The organizations listed here provide resources and funding to recruit all recent high school graduates from Baltimore City Public Schools and high schools from across Maryland. In 2022 and 2023 The Colleges English Language Institute (ELI) program supported BCCC's Mayor's Scholars (MSP) Summer Bridge program by offering two ESL classes for thirty-four MSP scholars. These classes, and the accompanying support services provided, allowed these students to enroll in full-time credit courses.

Increasing Diversity and Access in Dual Enrollment & P-TECH – In 2022-2023, BCCC worked to increase diversity and access through its Pathways in Technology Early College High School (P-TECH), and in the College's Dual Enrollment programs. P-Tech is offered in three (3) Baltimore City public high schools: Paul Laurence Dunbar High School, Carver Vocational-Technical High School, and New Era Academy. The program allows students to graduate with a high school diploma and an associate degree at no cost to the student. P- TECH is a partnership between Baltimore City Public School System (BCPSS), BCCC and other business partners. Students focus on a specific Career Pathway leading to an associate degree and employment in that career field. Career Pathways include Healthcare, Information Technology (IT), and Transportation Distribution Logistics (TDL). P-TECH students receive one-on-one mentoring, workplace visits, skills instruction, and first-in-line consideration for job openings with P- TECH business partners. Likewise, in 2022-2023, BCCC offered dual enrollment courses in several BCPSS high schools including Baltimore School for the Arts, Baltimore Design School, Green Street Academy, New Era Academy, Mergenthaler High School, Dunbar, and Forest Park High school. Additionally, BCCC offered dual enrollment courses in several private schools including Bais Yaakov High School, Talmudical Academy and Mount Clare Chistian Academy. The

diverse populations enrolled at the high schools served by the College adds to the diversity of BCCC's overall student population.

English Language Services (ELS) - The ELS department continues to serve a population that consists of over 95% ethnic minority students that have been traditionally under-represented in higher education. These students represent over 20 countries and speak more than 15 languages. The ELS department is helping students on their path to self-sufficiency by providing English as a Second Language (ESL) classes, citizenship courses for Green Card holders, civics and conversation classes for older refugees, as well as ESL courses specific for refugees an asylees. To support the ELS and ESL Students, the College's Test Center began offering the ESL Accuplacer in 2023. This assessment evaluates English language learners' comprehension in language usage, reading skills, sentence meaning and writing. The administration of ESL Accuplacer allows English Language Learners to be properly assessed to ensure their placement into the appropriate courses that align with their current skill set. **See Appendix I for ESL and Refugee Programs**

Adult Basic Education – In 2022-2023, the Adult Basic Education (ABE) department, in conjunction with Workforce Development, ran three cohorts of Integrated English Literacy and Civics Education Training (IELCE/IET) which integrated English and Adult Basic Education instruction combined with Certified Nursing Assistant (CNA) training. A total of twenty (20) students participated in the program.

BCCC's Cultural Diversity Marketing Campaign – Throughout 2022-2023, BCCC continued to refine the College's marketing efforts to reach diverse student populations. For example, several of the College's marketing materials were translated into Spanish and other languages. Additionally, the College's marketing efforts included supporting special events, student activities, and other programs as they work to attract a more diverse population. **See Appendix II for examples of culturally diverse marketing materials.**

Assessing Effectiveness of Cultural Diversity Plan - Although BCCC does not currently have an assessment tool available to measure the success of the cultural diversity and access work currently underway, the College intends to include an assessment component as part of the overall strategic planning efforts currently underway. The College intends to measure the effectiveness of this work based on the five approved Cultural Diversity, Equity, and Inclusion goals established by the planning committee. The College will be in compliance with this requirement before the July 1, 2024, deadline.

Section III: Creating Positive Interactions and Cultural Awareness

Student Life & Engagement - BCCC strives to create an overall sense of cultural awareness, diversity, inclusion, respect, and acceptance at the College. The Office of Student Life and Engagement (SLE) Office is an important component of the College's Cultural Diversity Efforts. Throughout 2022-2023, the SLE Department worked diligently to develop student facing activities related to awareness of overall issues related to cultural diversity, inclusion, and access. Additionally, several programs were developed to expose students to culturally diverse populations. Forty-nine events related to cultural diversity, inclusion and access were developed and presented to the college community in 2022-2023. The events included activities and

workshops for Black History, Women's, LGBQT+ Pride, and Pacific Heritage Month. Additionally, events and workshops were development and presented to the college community on Civil Rights issues, Cultural Diversity Awareness, Disability Awareness, Sexual and Mental Health, and other topics designed to create a broader sense of cultural awareness and diversity at BCCC. **See Appendix III for examples of culturally diverse student activities.**

Faculty Professional Development – Many of BCCC's faculty attended training and professional development opportunities related to Diversity, Equity, and Inclusion. For example, the Biological and Physical Sciences department attended the Annual Biotechnology Symposium and Science Technology Engineering and Math (STEM) Symposium designed to promote STEM programs. The faculty invited 25 Dual Enrollment (DE) students from 3 local high schools to attend the event which highlighted college undergraduate projects. The focus of the conference included issues related to diversity and inclusion in STEM education. In November 2022, eight department faculty members and 35 students attended the National Institute of Health (NIH) Community College Day in Bethesda, Maryland. The focus of the event included workshops and training on internship opportunities designed to attract more diverse and underserved student populations. The faculty led session involved sessions with NIH Post Doctoral candidates interested in teaching at the Community College. In April 2023, ten departmental faculty and 30 students attended the annual Maryland Collegiate STEM conference. This event highlighted student research projects. Additionally, the event features sessions by faculty from diverse backgrounds who presented their personal experiences and career pathways into STEM fields.

Improving Accessibility – In 2022-2023, BCCC's E-Learning department promoted diversity and inclusion through the professional development of faculty in providing accessible course materials in the College's Learning Management System (LMS), Canvas. The training was offered virtually through Zoom a few times during the year. The training covers using the Canvas Accessibility checker, which provides feedback to faculty about making non-accessible content more accessible. BCCC is also currently reviewing Accessibility management software from Anthology which will provide a variety of passive accessibility improvements. The software not only converts inaccessible material into an accessible format but also provides walkthroughs on how to improve the accessibility of the course content. Additionally, video management tools are being evaluated for purchase. These tools would enhance the accessibility of video through both transcript creation and captioning of videos.

Designing Intentional Cultural Diversity and Inclusion Initiatives – Starting in 2021-2022 and throughout 2023, the College has been developing a plan to increase cultural diversity, inclusion and accessibility awareness throughout the College Community. As stated in the 2020-2021 report, Baltimore City Community College organized its Cultural Diversity, Equity, and Inclusion efforts around the College's Core Values. The five goals developed by the Diversity, Equity, and Inclusion committee to guide the Diversity Plan were approved by the Board of Trustees and continue to guide the College's work in this area. The five 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 underrepresented 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.

Section IV: Addressing Emerging Populations

As the demographic of Baltimore City changes, the College is prepared to serve the needs of emerging populations. See examples below.

English as a Second Language (ESL) & Refugee Program - The English Language Services (ELS) Department at BCCC continues to serve a population that consists of over 95% ethnic minority students. This population has been traditionally under-represented in higher education. These students represent over 20 countries and speak more than 15 languages. The ELS department helps students find a path toward self-sufficiency by providing English as a Second Language (ESL) classes, citizenship courses for Green Card holders, civics, and conversation classes for older refugees, as well as ESL courses specific for refugees an asylees. As stated earlier, the College is responsive to the needs of this population by ensuring that marketing materials are translated into Spanish and other languages commonly spoken by the refugee populations in Baltimore City. **See Appendix II for ESL and Refugee Programs**

Demographics Changes at Baltimore City Schools - Although 16% of residents in Baltimore City currently categorize themselves as Hispanic or LatinX, the significant growth of this population is evidenced with current enrollments in Baltimore City Schools. For example, Patterson High School, Benjamin Franklin High School, and New Era Academy posted enrollments from 49% - 52%. The College's recruitment efforts at these high schools intensified and increased significantly. For example, in 2022 – 2023 BCCC's Recruiters attended over thirty events focused on recruiting students from these four high schools. Over 1,500 potential students received information about BCCC and its programs. Through BCCC's recruitment efforts, enrollment of LatinX/Hispanic students increased from 4.3% in fall 2021 to 5.3% in fall 2023. See **Appendix IV for more details on demographic changes in Baltimore City Schools.**

Expanding Diversity by Increasing Dual Enrollment – In 2023-2024, BCCC expects to expand the diversity and access at BCCC by entering into new agreements with Baltimore Public Schools. For example, there are plans underway to expand the College's dual enrollment population by creating new program offerings with Frederick Douglas High School. Additionally, the College plans to expand access to more diverse populations by offering dual enrollment opportunities to online students at Port Virtual Learning High School.

Increasing Access for GED & Workforce Students – The College's GED and Workforce populations offer expanded opportunities for BCCC to increase enrollments in credit programs including advanced credit certificate and associate degree programs. Through the Colleges strategic enrollment management and recruitment planning, BCCC intends to develop engagement and communication efforts to increase access for these emerging populations. For example, the College's new CRM Recruit system allows BCCC to maintain constant contact

with these students who already have a relationship with the College. Additionally, BCCC has entered into an agreement with PearsonVue to become a Certified Testing Center to offer the National GED exam to BCCC GED students as well as Baltimore City and Baltimore County residents. By attracting residents from all over Baltimore County for GED testing, the College expects its pool of potential students will likely increase.

Section V: Other Diversity Initiatives

Refugee Youth Project - In 2022-2023, the College's Refugee Youth Project (RYP) has continued to work with over 150 refugee and asylee youth in four different Baltimore City Public Schools. The RYP continues to help bridge the gap between refugee and asylee students and their peers by providing high-quality after school instruction, including ESL, STEM, Art, and sports classes. Recently, RYP received a $750,000 American Rescue Plan Act (ARPA) grant award from the Mayor's Office to continue the expansion of this important work, allowing for a wider breadth of students to include those with different immigration statuses. **See Appendix I for ESL and Refugee Programs**

Serving Baltimore's At-Risk Communities – In 2022-2023, the Workforce Development department served over 1,000 students within a contract from the Department of Social Services, Department of Human Services, Center for Urban Families, Baltimore Alliance for Careers in Healthcare and Goodwill Industries. These contracts serve disadvantaged community residents and allow them access to training opportunities in healthcare, transportation, information technology and hospitality.

Prisons to PhD Program - BCCC seeks to expand educational opportunities through the "From Prisons to PhD" (P2P) program. BCCC entered into a partnership with P2P in 2023 to serve a formerly incarcerated population obtain pre-requisite courses needed to proceed to undergraduate and graduate degree programs. Additionally, BCCC intends to enter into additional agreements to serve high school students who are placed into the Juvenile Justice System in Baltimore.

Summary

Baltimore City Community College is fully committed to increasing cultural awareness, diversity, inclusion, and access throughout the College Community. Proof of this commitment can be found in the College's stated goals, mission, vision, and core values. For example, BCCC core values include **Integrity** – an 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, and **Professionalism** – adhering to the highest standard of customer service. These are the core values that will continue to guide BCCC's cultural diversity work.

Section 1

A summary of the institution's plan to improve cultural diversity as required by Education Article § 11-406. Include all major goals, areas of emphasis, and strategies for implementation. Also, explain how progress is being evaluated. Please indicate where progress has been achieved and areas where continued improvement is needed. If there is no formal plan approved by the institutional governing board, describe how the institution intends to come into compliance by July 1, 2024.

Carroll's plan to improve cultural diversity is multifaceted and layered. One of the main tenets of the plan was the completion of a Diversity Audit, finalized in early 2023 by external partner BDO. Surveys and interviews conducted in connection with the audit queried faculty, staff, and students and formed the basis for a comprehensive set of recommendations made by BDO. A few examples of survey prompts and responses include:

- 73% of students strongly or somewhat agreed with the statement I feel valued by other students in my classroom/learning environments at Carroll.
- 39% of students strongly or somewhat agreed, while 51% strongly or somewhat disagreed with the statement 'I think there is too much emphasis put on issues of diversity at Carroll'. 26% of faculty and 21% of staff strongly or somewhat agreed with the same statement, with 68% of faculty and 76% of staff strongly or somewhat disagreeing.

BDO's recommendations will provide information to prepare both a Diversity Strategic Plan and the College's overall strategic planning efforts going forward. Associated metrics will be established and tracked. Planning related to the audit commenced in spring 2023 with the development of a Diversity Vision and Mission Statements.

Outside of the insights provided by the external Diversity Audit, the College assesses progress with cultural diversity through various measures. As one example, Carroll administered the biennial Student Satisfaction Survey in April 2023 and showed positive trends in responses to prompts relating to diversity, equity, and inclusion. A sample of these responses is shown in ***Appendix 1***.

Carroll faculty and administrators also routinely monitor student progress and outcomes through disaggregated data. Credit faculty analyze this data through interactive visualizations focused on academic program review, course success, and General Education assessment; data can be filtered in various ways, including race/ethnicity, gender, and age. Moreover, in spring 2023, the College's Planning Advisory Council began disaggregating data for several institutional effectiveness measures focused on course success, four-year associate degree completion, and fall-to-spring retention by student characteristics such as race/ethnicity; gender; and Pell, veteran, and first-generation status. The ongoing examination of disaggregated data has foregrounded conversations about discrete student groups, providing opportunities for focused interventions to improve student learning and progress.

Section 2

A description of efforts to increase the numerical representation of traditionally underrepresented groups among 1) students, 2) administrative staff, and 3) faculty. This section of the report should detail initiatives designed to recruit and retain traditionally underrepresented students, staff, and faculty. Reports should include information on both campus-wide and program-specific initiatives.

Carroll offers credit and continuing education (non-credit) English Language Learner (ELL) courses. To help ensure that low-enrolled classes can be offered, credit and non-credit classes are cross-listed to support outreach and enrollment for the continuum of English courses for English Language Learners and to facilitate registration based on students' goals and needs. These courses include transitional English courses (ELL and ESL (English as a Second Language)), ENGL-101 with support, and college-level English Composition, ENGL-101. New Continuing Education and Training (CET) Advanced ESOL courses best serve students who don't need credit courses to continue along the ENGL-101 track.

To assist these populations, a one-stop ESOL webpage that includes information about Adult Education courses, Continuing Education and Training, and credit ESOL options were developed in English and Spanish, the ESOL Facebook page was refreshed, and Spanish-language marketing materials are currently under development. Recruiting efforts have focused on Carroll County Public Schools' ESOL and Heritage Spanish students. Strong partnerships have been forged with the ESOL and Heritage Spanish teachers, and specially designed financial aid sessions have been provided for this population. A Spanish-language session was offered during Carroll's April Open House, with 15 prospective students and their families (36 total in attendance.) Professional Development sessions on immigration and working with multilingual students have been offered for faculty and staff.

Administrative Staff and Faculty

Carroll Community College continues to focus efforts on the recruitment of underrepresented groups and made several fundamental changes, including a review of advertising practices. In addition to current diverse job boards, the College purchased a bundled package through Tribune Publishing that includes broader outreach. The composition of all search committees for administrative/professional staff and faculty is now reviewed by the Executive Director of Diversity, Equity, and Inclusion to ensure diversity on the committee. As a best practice, all search committee members must complete Implicit Bias Training to serve. The College implemented NeoEd Insight Applicant Tracking System in early 2022, which allows for a fairer and more streamlined recruiting process. All candidates are scored based on a rubric/supplemental question for consistency. Once enough data is in the NeoEd system; reports can be generated to better track diverse hires.

Another priority in 2022-23 regarding cultural diversity for staff and faculty is providing opportunities for professional development. The College continues to offer opportunities open to all employees focused on diversity, equity, and inclusion. As reported in the 2022 PAR,

twenty-nine experiences were offered in FY22, including in-person and web-based sessions on Implicit Bias, Discovering Racism in the Teaching and Learning of History, and Is Race Real? virtual reality offerings such as Traveling While Black and Nellie Bly; and self-paced campus-wide learning challenges for awareness and history months Most recently, the College purchased Leadership Development courses from DDI in early 2023. This will provide an opportunity for all senior/mid-level and entry-level supervisors (staff and faculty) to complete leadership training focused on core areas.

Three foundational courses, including Creating an Inclusive Environment, are expected to be completed by all supervisors by late Fall 2023.
See Appendix 2

Section 3

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

Carroll Community College offered numerous opportunities for students to engage in positive cultural awareness during the 2022-2023 academic year. Fall 2022 included sessions on Allyship and limits of Democracy, Disability Awareness Student Panel, a presentation on Obstacles to Hope on the Road to Racial Justice, as well as an art project on cross-cultural body-mapping. Fall 2023 included Black Panther Film and Discussion, an Irish American Heritage Celebration of authentic music and discussion on art as a career, as well as the Human Library. Moreover, discussions on poverty, cannabis, and dangerous speech were afforded to our students.

The Intercultural Teaching and Learning Fellows Program (Fellows) has developed a cadre of leaders in the area of diversity, equity, and inclusion practice and policy while increasing the campus' collective knowledge about DEI. For the past five years, the Fellows Program has built a local group committed to ongoing professional learning and informed, context-specific application to support related strategic initiatives on our campus. During this time, 40 professionals from Academic and Student Affairs, as well as Continuing Education and Training, Marketing, and Institutional Research departments, have participated: attending local and regional conferences, followed by on-campus reflection sessions to process and extend learning.

Fellows have reported the application of their learning in a variety of ways: from changes in classroom practices to revamping processes to remove barriers to student access and completion. Additionally, Fellows have shared their experiences and new learning through presentations both on and off campus.

Carroll currently offers two dozen diversity-designated courses as part of its General Education program. These courses cover a range of content and topics from Art Appreciation to World

Literature, Philosophy, Religions, and Languages to Social Problems. All Associate of Arts students are required to complete two diversity-designated courses as part of their General Education curriculum; students in other credit programs must complete one diversity-designated course.

One of the principal means of assessing cultural diversity in these courses is through the collection of data related to one of Carroll's General Education learning goals: Students will identify their roles as global citizens in a multicultural country and world. Over the past five years, a review of student artifacts revealed that 60% showed proficiency in criteria aligned with this learning goal. To support increased levels of student proficiency, the General Education Committee partnered with the College's Diversity Committee to develop and offer professional development specifically geared toward faculty teaching Diversity courses.

The College recently adopted a data-informed process for periodic reapproval of General Education Diversity courses. While lead faculty for these courses regularly review student learning data as part of ongoing General Education assessment activities, every five years, faculty complete a more comprehensive course reapproval process in which they summarize trends in students' progress with diversity-related learning goals and objectives, course modifications made to improve student learning, and relevant professional development completed by those teaching the course. Carroll launched this Diversity Course Reapproval Process in the 2022-2023 academic year, reviewing eleven courses. While all courses were reapproved, as a result of the process, some curricular modifications were identified and implemented: for example, course descriptions and objectives were edited to ensure the course comprised an appropriate level of diversity-related content and embedded assessments were revised to better support student mastery of learning goals.
See Appendix 3

Section 4

A description of emerging populations that are currently underrepresented in higher education. Note that Sections 2 and 3 focus on *traditionally* underrepresented groups.

For neurodivergent students with conditions such as autism spectrum disorder, ADHD, dyslexia, dyscalculia, and dyspraxia, the higher education experience can be daunting. Carroll Community College has experienced an increase in students needing a wide range of support and resources through a variety of offices collectively. The Disability Support Services office is one office that has experienced an increase in serving students with invisible disabilities falling under the umbrella of Neurodiversity. Mary Wallace, Assistant Professor Division of Communication Arts and Kiersten Meyers, Assistant Director Disability Support Services worked together researching, investigating, and created an opportunity for professional development on the topic. A common goal in providing this professional development opportunity was to recognize ways to support our neurodivergent community in an inclusive manner that is naturally occurring through

education, understanding, and awareness. Collaboratively this created an opportunity that would be beneficial to participants by defining neurodivergence in order to provide understanding, to explore scenarios, and to identify methods and strategies to support an inclusive accessible environment for our neurodivergent population across our campus.

The workshop was offered two separate times during Spring 2023 semester. With positive feedback and support, a briefer format is tentatively planned to be offered during Fall 2023 Academic Assembly. An additional request to have a part 2 workshop to do a deeper dive into specific detailed methods/strategies to support neurodivergent population has also been noted.

Neurodivergent Workshop:
What is neurodiversity? It's not just – or even primarily – an accommodations memo!

Intended Audience:

Faculty and staff who work directly with students

Learning Objective(s):

Upon completion of this course, Faculty/Staff will be able to:

1. Define neurodivergence to have a better understanding of who may be a part of neurodivergent populations.
2. Explore scenarios that may come up in the classroom and/or meetings related to neurodivergence.
3. Identify methods and strategies to support neurodivergent populations on our campus and in our classrooms.

Strategic Initiative(s) Addressed:

Priority 3: Diversity and Global Citizenship
Prepare students for diverse work environments and a dynamic, connected global community.

Section 5

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

Carroll is intentional about creating a strategic pathway forward in the diversity, equity, and inclusion policies, procedures, and practices that are critical for the college to reach its Strategic Priority 3 Diversity and Global Citizenship. Our goal indicates that we will prepare students for diverse work environments, develop cultural competencies and cultural awareness, expand enrollment of underrepresented groups, and focus on retention of racial, ethnic, and socio-economic groups. To reach our goal in a deliberate way that valued faculty,

staff, and student input, the college engage in a one-year deep dive diversity audit by an outside firm. BDO, USA, LLC was awarded the contract through a competitive bid process and worked with Clyde Johnson, Executive Director for Diversity, Equity, and Inclusion at Carroll Community College to create a process in which all facets of the college were given an opportunity to reflect on the state DEI and the needs.

The aim in executing the diversity audit was to empower the campus community to provide input on the current environment, resources, and curriculum, and ideally, what they would like to see in relation to their identities. Carrol recognizes that implementing systemic diversity transformation requires embracing all aspects of diversity, and we have broadly defined what diversity means for this campus.

The audit was to identify any gaps, provide benchmarks and frameworks, help provide a strategic path, and help the College understand prioritizing initiatives and needs based on our demographics, but also in comparison to other colleges. BDO assessed program maturity - its activities and the extent to which they are documented, communicated, measured, evaluated, and continuously improving. BDO reviewed how priorities or activities are aligned with one another and with the College's other strategies, priorities, and actions. The questions posed were: Are the DEI program aspirations, goals, and ultimate outcomes – are they embedded in the College's culture and in the way the College plans, set priorities, budgets, and evaluates success? Are DEI goals infused in the academic program, in the design and execution of teaching? Are DEI goals integrated into people management, hiring, job descriptions, and personnel evaluations?

Key recommendations were made to improve the maturity of the DEI program's internal processes, and specific strategies and tactics were also suggested as elements of an effective DEI program. Some Key recommendations were:

- Consider an institution-wide strategy around building competencies across process improvement.
- Develop a DEI multi-year strategic plan to grow the influence and impact of the program at Carroll over time. that will advance the influence, impact, and goals of DEI.
- Implement formal performance indicators and measurement processes around program activities and results.
- Integrate DEI goals into people management, including hiring, job descriptions, and personnel evaluations. Continue to increase DEI education and awareness-building into the development of faculty, staff, and students.

See Appendix 4

Cecil College – 2023 Cultural Diversity Report

Section 1

Promoting cultural diversity is a key element in the Cecil College mission statement and the 2021-2025 Strategic Plan. The College's mission statement guides our work: "Cecil College provides a supportive learning environment that focuses on innovation, student success, academic progress, and workforce development. We are committed to promoting opportunities that enrich the quality of life for the diverse communities we serve." The College has identified eight core values that guide us as we strive to achieve our mission. One core value is *Inclusion* stating that "We promote respect, inclusivity, and equity, recognizing differences as strengths." The strategic plan contains four strategic priorities that identify significant focus areas that the institution aims to achieve: 1) Advance Student Access, Equity and Success, 2) Enhance Academic Excellence, 3) Optimize Workforce Development, and 4) Expand Community Partnerships and Engagement. Each of these priorities have objectives that support diversity and inclusivity. Progress on these objectives is evaluated, reported, and shared annually with the College community using key performance indicators.

Cecil College has four major goals in the cultural diversity plan. The College's Diversity, Equity, and Inclusion Task Force gives guidance on the goals and they are also reviewed by the College's governing groups including the College Management Team, Classified Staff Organization, Administrative Professionals' Organization, Faculty Senate, and President's staff. The following goals are in effect for FY24 to FY27:

Goal 1: Create a campus culture that is respectful of differences and civil toward all people.
Goal 2: Recruit, retain, and graduate a diverse student population.
Goal 3: Recruit, employ, and retain a diverse workforce.
Goal 4: Incorporate diversity and inclusion in significant ways in teaching and learning.

The Diversity, Equity and Inclusion (DEI)Task Force will monitor progress toward goals. The task force, which meets regularly, is comprised of faculty and staff and allows Cecil College to continue, and further deepen our commitment to diversity, equity and inclusion for students, employees and community members. The task force, along with already established committees across campus, is integral in continuing to promote a culture where diversity, equity and inclusion are ingrained in everything we do. Subcommittees exist in the following areas: Employee Development (recruitment, retention); Climate & Culture (review of institutional policies and practices); Professional Development (employee training); and Data Assessment (routine assessment of current data).

This year the DEI Task Force administered a new Campus Climate Survey to provide insight into the experiences and perceptions of our employees. A total of 123 employees completed the assessment. Respondents were very or generally satisfied with the overall campus climate (78.5%), level of diversity (63.6%), and their sense of belonging or community (75.7%). Over 87% of respondents felt that the College upholds the principles of Our Core Values fairly well, quite well, or extremely well. A slight majority (51.7%) characterize the general climate as very inclusive while an additional 32% characterize the general climate as somewhat inclusive. Over 2/3 of respondents expressed positive feelings of inclusion and belonging with 85% strongly or somewhat agreeing with the statement "I feel like I belong at Cecil College." Slightly over 60% of respondents were very or somewhat satisfied with the College's efforts towards equity. Over 70% strongly or somewhat agree that the College provides the resources needed to thrive in a diverse environment. Respondents cited "[performing] community service (96.6%)," "[participating] in discussions, training, or activities on disability issues (95.7%)," and "[attending] presentations, performances, or art exhibits related to diversity (89.6%)," as the Top 3 activities that influenced their support for diversity, equity, and inclusion.

Results of the Campus Climate survey will be shared with employees, and the College will continue to administer the survey on an annual basis. The College will also administer the Community College Survey of Student Engagement on Race in spring 2024 as a follow-up to the first administration in spring 2022. Results of both assessments will be used to make continuous improvements so that Cecil College maintains an inclusive environment where everyone feels safe, welcome, valued, and respected.

Section 2

The College continues to focus on increasing the numerical representation of traditionally underrepresented groups. Table 1 shows the College's recent fall semester enrollment at census for all students and underrepresented students. Although total enrollment has decreased since Fall 2020, the percentage of students of color in the total enrollment has increased from 21.7% in Fall 2020 to 24.2% in Fall 2022.

Table 1 - Enrollment

Student Enrollment	Fall 2020	Fall 2021	Fall 2022	% Change
All students	2100	1808	1824	-13.1%
Underrepresented Students	456	399	441	-3.2%
% of cohort	*21.7%*	*22.1%*	*24.2%*	

Table 2 shows the fall-to-fall, full-time and part-time student retention rates for students of color by year. Table 3 shows the same information for all students. While the retention rates are improving over time for all students, the rates of students of color are still lower than the rate for white students. The College's overall retention rate for Fall 2021 is 54% compared to the national public 2-year average of 53.4% posted by the National Student Clearinghouse.

Table 2 – Retention - Underrepresented Students

Fall-to-Fall Retention - Students of Color*	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	3-year change	5-year change
# Cohort	572	544	520	519	456	399		
# Returning	254	241	221	218	189	180		
# Graduates excluded	28	46	47	50	35	38	**3.1%**	**3.2%**
Retention Rate	**46.7%**	**48.4%**	**46.7%**	**46.5%**	**44.9%**	**49.9%**		
% Change		*1.7%*	*-1.7%*	*-0.2%*	*-1.6%*	*5.0%*		

** Excludes nonresidents and unknowns.*

Table 3 – Retention All Students

Fall-to-Fall Retention All	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	3-year change	5-year change
# Cohort	2,610	2,467	2,397	2,376	2,100	1,808		
# Returning	1,194	1,138	1,111	1,056	951	828		
# Graduates excluded	210	285	253	289	228	274	**2.2%**	**4.2%**
Retention Rate	**49.8%**	**52.2%**	**51.8%**	**50.6%**	**50.8%**	**54.0%**		
% Change		*2.4%*	*-0.3%*	*-1.2%*	*0.2%*	*3.2%*		

Significant effort has been made to improve student retention and completion. Every student is assigned an advisor who tracks progress and does intrusive outreach using an academic monitoring cycle. The college also has an Academic Success Center that contains a writing and math lab as well as free tutoring in all subjects. The Student Life Office has a full-time position, Coordinator of Student Leadership and Inclusivity, who collaborates with divisions across campus to offer a support programs and a peer mentoring program for first generation students. The College's Foundation also has a robust scholarship program, with many scholarships designed to support underrepresented students.

The College strives to increase the numerical representation of traditionally underrepresented groups among administrative staff, faculty and staff. To provide comparison data, Table 4 shows race and ethnicity data for residents of Cecil County, Maryland as of August, 2023. These data are important for context because this is the community from which we primarily recruit students and employees.

Table 4 - Race and Hispanic Origin of Cecil County, Maryland

White alone, percent	86.8%
Black or African American alone, percent	8.4%
American Indian and Alaska Native alone, percent	0.4%
Asian alone, percent	1.5%
Native Hawaiian and Other Pacific Islander alone, percent	0.1%
Two or More Races, percent	2.7%
Hispanic or Latino, percent	5.2%
White alone, not Hispanic or Latino, percent	82.8%

Source: https://www.census.gov/quickfacts/cecilcountymarylandm

Table 5 shows the race/ethnicity of full-time and adjunct faculty over the past three years. While slight gains have been made with hiring Hispanic/Latino and Black African American faculty, representation is still lower than the county rate. Another point of concern is the increase in unreported numbers in 2023.

Table 5 - Faculty Race/Ethnicity

	Full-Time			Part-Time			Total					
	2021	2022	2023	2021	2022	2023	2021		2022		2023	
Race/Ethnicity							#	%	#	%	#	%
Non US Citizen	0	0	0	1	1	1	1	0.3%	1	0.3%	1	0.3%
Hispanic/Latino	4	4	4	7	7	9	11	3.2%	11	3.0%	13	3.6%
White	45	45	44	220	235	219	265	77.0%	280	77.6%	263	73.1%
Black/African American	4	4	5	21	23	20	25	7.3%	27	7.5%	25	6.9%
Asian	0	0	0	3	3	3	3	0.9%	3	0.8%	3	0.8%
American Indian/Alaska Native	0	0	0	0	0	0	0	0.0%	0	0.0%	0	0.0%
Native Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0.0%	0	0.0%	0	0.0%
Multi-Race	0	0	0	2	3	3	2	0.6%	3	0.8%	3	0.8%
Unreported	0	0	0	37	36	52	37	10.8%	36	10.0%	52	14.4%
Total	**53**	**53**	**53**	**291**	**308**	**307**	**344**	**100.0%**	**361**	**100.0%**	**360**	**100.0%**

Table 6 shows the race/ethnicity of full-time and part-time staff. While there have been slight gains with hiring and retaining Hispanic/Latino staff, representation is still lower than the county rate. Similar to the faculty data, there has also been an increase in staff who do not report race/ethnicity. These data are reported during the application process. Moving forward, Human Resources will follow-up with new hires and make a second request for the data.

Table 6 - Staff Race/Ethnicity

	STAFF											
	Full-Time			Part-Time			Total					
	2021	2022	2023	2021	2022	2023	2021		2022		2023	
Race/Ethnicity							#	%	#	%	#	%
Non US Citizen	0	0	0	1	0	3	1	0.3%	0	0.0%	3	0.8%
Hispanic/Latino	5	5	6	8	14	22	13	4.3%	19	5.5%	28	7.5%

White	131	136	140	124	149	148	255	85.3%	285	81.9%	288	77.6%
Black/African American	11	14	14	9	13	13	20	6.7%	27	7.8%	27	7.3%
Asian	1	1	1	0	0	1	1	0.3%	1	0.3%	2	0.5%
American Indian/Alaska Native	0	0	0	0	0	0	0	0.0%	0	0.0%	0	0.0%
Native Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0.0%	0	0.0%	0	0.0%
Multi-Race	2	2	2	5	11	13	7	2.3%	13	3.7%	15	4.0%
Unreported	0	2	3	2	1	5	2	0.7%	3	0.9%	8	2.2%
Total	**150**	**160**	**166**	**149**	**188**	**205**	**299**	**100.0%**	**348**	**100.0%**	**371**	**100.0%**

The College strives to recruit underrepresented students and employees through many avenues including attending cultural events in the community, hosting admission events on campus for targeted groups, ensuring diversity in employee search teams and following our new Affirmative Action Plan. The College's ads, event promos, commercials, social media content, billboards, and all brand representations utilize photos/videos of our actual credit and non-credit students and convey the diversity of age, gender and ethnicity of our enrolled students. The main marketing/recruiting website, cecil.edu, contains many images and video of our diverse student population and contains a microsite called www.cecil.edu/united which illustrates the various DEI initiatives, events and trainings that take place at Cecil College for underrepresented groups.

Section 3

The College has made a continued effort to create positive interactions and cultural awareness among students, faculty, and staff. There have been numerous cultural training programs, curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students.

Cultural Training Programs for Employees:

Offered as part of "All College Day" in August and January, faculty and staff attended two workshops facilitated by diversity experts from the University of Maryland Eastern Shore.

1) *Recognizing and Addressing Microaggressions*
   This presentation focused on helping individuals identify microaggressions, explore the impact of experiencing microaggressions, and identify skills and techniques to minimize and respond to microaggressions.

2) *Fostering A Diverse & Inclusive Environment: The Why & How*
   This presentation focused on helping individuals realize the differences between diversity and inclusion, to reflect on making people feel valued and included, and to consider steps for advancing diversity and inclusion.

In addition to All College Day workshops, employees are required to complete online trainings through Safe Colleges many of which support an inclusive work environment. Employees must review and acknowledge the following policies on a yearly basis: Non-Discrimination and Equal Employment Opportunity Policy; Conflict of Interest and Ethical Disclosure; Reporting of Wrongful Conduct and Whistleblower Protection; Sexual Discrimination and Harassment Policy; and Affirmative Action. Employees must also complete the following Safe College webinars on a 3-year basis: General Ethics in the Workplace; Diversity Awareness Staff-to-Staff; Discrimination Awareness in the Workplace; Workplace Bullying: Awareness and Prevention; Sexual Harassment Staff-to-Staff; Making Campus Safe for LGBTQ+ Students; Making Schools Safe and Inclusive for Transgender Students; Sexual Violence Awareness.

Curricular initiatives that promote cultural diversity in the classroom:

Cecil College faculty have identified 41 courses from across the curriculum that address the general education learning outcome of "Graduates will illustrate knowledge of the diversity of Human Cultures." In these courses, students identify cultural norms and biases and how they shape experience; identify and engage with other cultural perspectives; explain the similarities and differences among various cultures; or describe and evaluate theories regarding human culture and social organizations. Every associate degree program includes at least one of these courses. In spring 2023, Cecil College

faculty collected data for the first campus-wide assessment of the diversity learning outcome. Results will be analyzed and presented to faculty in fall 2023.

In 2022-23, Catalyst: The Center for Teaching and Learning at Cecil College hosted sessions on "How to Humanize Your Class" and "Decolonizing the Curriculum." In these sessions, faculty discussed strategies and techniques for creating a more inclusive and empathetic classroom atmosphere, discussed techniques to promote a sense of belonging and community among students, engaged in critical discussions about the implications of a Eurocentric curriculum on marginalized communities and students, and reflected on personal teaching practices in order to develop an action plan to decolonize the curriculum within their syllabi. Faculty across the curriculum are using these discussions to continue to add texts that represent diverse cultures in their courses.

The Inclusivity Collaborative remained very active this year. The Inclusivity Collaborative (IC) is a voluntary group of Cecil College staff and faculty who share an interest in fostering a more accepting and supportive campus environment. Open to all College faculty and staff, this group advances initiatives that address the heightened divisions among different communities in the United States in a way that positively encourages growth on campus.

The IC hosted two troubleshooting discussions on microaggressions in the classroom, building on the broader, college-wide professional development session offered at All College Day. In addition, the IC organized two speakers' series events: The Value of Higher Education in the Fall, and Drug Addiction and the Criminal Justice System in the Spring. Both speaker events featured diverse views and addressed issues that are meaningful to different student populations. IC members also participated in the research and writing of the College's Land Acknowledgment.

The IC also hosted a collegewide book club led by the Librarian of Acquisitions and Cataloging. The featured book for fall semester was *Good Talk: A Memoir in Conversations* by Mira Jacob, and the featured book for spring semester was *If They Come for Us: Poems* by Fatimah Asghar. The College purchased the books for all book club members.

Diversity Events in the Library:
The online Library Guide (LibGuide) contain links to the themes' related eBooks, websites, organizations, and online resources.

August: **Women's Equality Day** online Library Guide (LibGuide).

September: **Hispanic Heritage** Library Display of physical books, DVDs, and resources for checkout; and an online Library Guide (LibGuide).

October: **National Coming Out Day** Library Display of physical books, DVDs, and resources for checkout; and an online Library Guide (LibGuide); **American Indian and Alaska Native Heritage Month** Library Display of physical books, DVDs, and resources for checkout; and an online Library Guide (LibGuide); **National Disability Employment Awareness Month** Library Display of physical books, DVDs, and resources for checkout; and an online Library Guide (LibGuide).

November: **National American Indian Heritage** Month Library Display of physical books, DVDs, and resources for checkout; and an online Library Guide (LibGuide); **Veterans Day** online Library Guide (LibGuide).

December: **Holidays Around the World** Library Display of physical books, DVDs, and resources for checkout.

January: **Martin Luther King Jr. Day** Display of physical books, DVDs, and resources for checkout; and an online Library Guide (LibGuide); **Holocaust Memorial Day** online Library Guide (LibGuide).

February: **Black History Month** Library Display of physical books, DVDs, and resources for checkout; and an online Library Guide (LibGuide).

March: **National Women's History Month** Library Display of physical books, DVDs, and resources for checkout; and an online Library Guide (LibGuide); **Irish American Heritage Month** Library Display of physical books, DVDs, and resources for checkout; and an online Library Guide (LibGuide).

April: **World Autism Month** Library Display of physical books, DVDs, and resources for checkout; and an online Library Guide (LibGuide).

May: **Asian Pacific American Heritage** Library Display of physical books, DVDs, and resources for checkout; and an online Library Guide (LibGuide).

June: **Pride Month** Display of physical books, DVDs, and resources for checkout; and an online Library Guide (LibGuide).

Full Fiscal Year: **Black Lives Matter** online Library Guide (LibGuide).

Student Life DEI Programs and Events

Cecil College continued to support three student DEI organizations that meet bi-weekly throughout the year: 1) Cecil International Affinity Organization (CIAO) dedicated to promoting global awareness and organizing programs emphasizing cross-cultural understanding and appreciation; 2) Multicultural Student Union (MSU) sponsors monthly cultural and educational events, and 3) Seahawk Pride, a social, supportive, and solidarity group for LGBTQ+ students. In addition to working with student clubs and organizations, the Student Life staff also hosted numerous DEI programs:

September, 2022:

Hispanic Heritage Month 2022: "Let's Connect with our Hispanic Heritage and Community"

The Executive Director of Alianzas de Phoenixville and the Executive Director of Barrio Alegria spoke to promote, educate and bring about awareness with Hispanic culture, ethnicity and heritage. Both speakers reflected on what it means for them to be Hispanic/Latinx and their experiences representing the Hispanic/Latinx community through their cultural organizations. Bookmarks, calendars, buttons were distributed along with a Hispanic meal (lunch).

October, 2022:

Equality Without Exception

Students and staff attended the Upper Chesapeake Bay Pride Festival which included performances, educational resources, game participation and vendors.

Male Students of Color Summit at Montgomery College

In support of completion and goal attainment for Maryland male students of color, Cecil students participated in sessions, forums, and a thought-provoking student panel. Each student who attended received a complimentary book, *My Seven Black Fathers: A Young Activist's Memoir of Race, Family and the Mentors Who Made Him Whole*.

November, 2022:

Cecil College Celebrates Native American Heritage Month, "The Tree in Me Connecting Our Roots"

A local business owner and an expressive Arts and Indigenous Rights Advocate spoke with students and employees. She shared her heritage of being of Pueblo, Cherokee, Aztec and Spanish descent. She also shared programs that serve to empower and unite survivors of rape, incest, domestic violence and foster care youth through healing arts.

December, 2022:

End of the Semester De-Stressor Events – Holidays Around the World

Students, faculty, and staff learned about holidays celebrated by various countries, religions, and cultures.

February, 2023:

Student Advocacy Day

Students engaged with representatives from all Maryland community colleges in a daylong event that intersects with faculty, staff and administrators as well as state legislators and delegates in Cecil County. Students engaged in discussion on legislation and the importance of advocacy for affordable community college education.

Brown v. Board of Education: Past, Present and Future

This collegewide conversation focused on *Education in the African American Community* and featured presenters including The Hon. Boyd Rutherford, Former Lt. Governor, State of Maryland and Rev. Dr. Alveda King, American activist, author and former Georgia State representative.

Black History Month Quilt

Students, faculty, and staff created a paper dream quilt to showcase important moments in Black history and highlight beacons of hope that represent culture, community and freedom. Themed giveaways and desserts were provided.

March, 2023:

Cecil College Celebrates Irish American Heritage Month

Students, faculty, and staff enjoyed Irish food and music including bagpipes, guitar, vocals and storytelling

Section 4

The College is experiencing the emergence of two populations that are currently underrepresented in higher education: students with autism spectrum disorder and students who identify as transgender. In response, the College held several training sessions for employees to better assist these students.

The Coordinator of Accessibility Services organized two collegewide workshops facilitated by experts from the Kinney Center for Autism Education and Support at Saint Joseph's University.

1) Supporting Autistic College Students on Campus: Level 1
   Attendees learned about autism spectrum disorder, presenting issues at the college level, and specific strategies to support students in the classroom and beyond. Principles of universal design for learning (UDL) were discussed and implementations of these strategies and design aspects were presented. Faculty and staff were invited to actively participate through virtual learning platform features to engage with one another and reflect on experiences working with autistic students. The Kinney Center staff provided insight on specific scenarios that have been encountered by attendees and provided suggestions for success.

2) Supporting Autistic College Students on Campus: Level 2
   Designed for faculty and staff who attended the initial workshop on supporting students with ASD, this workshop discussed in greater detail how to create an inclusive classroom environment utilizing principles of universal design and supportive strategies. Sample syllabi and course designs were presented and interactive scenarios were reviewed and discussed in small. Participants were able to discuss their own unique experiences with supporting students with ASD at Cecil College.

In support of the transgender students, the College has promoted gender neutral restrooms, preferred name options on Student ID cards and class rosters, and employees are encouraged to provide preferred pronouns. Students, faculty, and staff also participated in a LGBTQIA+ Ally Training in which participants learned essential concepts related to LGBTQIA+ individuals. Barriers and opportunities facing LGBTQIA+ college students were discussed, and participants came away with best practices to support LGBTQIA+ students at Cecil. All participants received a rainbow lanyard, LGBTQIA+ flag and name listed as a trained Ally on the College's website. Additionally, the Cecil College Pride Club collaborated with Upper Chesapeake Bay Pride to host "Love, Simon" at the College's Milburn Stone Theater free to community members.

Chesapeake College
Cultural Diversity Report 2023

Introduction

Chesapeake College continues to make strides toward greater Diversity, Equity and Inclusion (DEI) on campus. In the past year, the college has worked toward increasing awareness and fostering an environment where all students and employees can feel that they belong. This is an ongoing process to develop a more inclusive culture and it is achieved through a variety of events, how we operate, and how the college interacts with the public. It begins with our strategic planning.

1. The Cultural Diversity Plan

Strategic Planning at Chesapeake College consists of several division and cross-divisional plans, all supporting the five strategic priorities and associated goals. Division plans are under the purview of each Vice President, representing Workforce and Academic Programs, Student Success and Enrollment Management, and Administrative Services. Cross-divisional plans are those plans for which function and implementation span more than one division. The Cultural Diversity plan is a cross-divisional plan because it encompasses several areas of the college, under multiple divisions, including academics, student services, and enrollment.

The Diversity plan consists of eight strategies devised to meet the intensions of six different strategic plan goals. (Refer to the Diversity Plan in the Appendix to view the goals and strategies.) The progress of each strategy is evaluated annually and shared in the annual progress report. There are nineteen different measures used to gauge success of these strategies. These measures are collected annually and reported in the annual report of Key Performance Indicators (KPIs).

Progress on the Diversity strategies is mixed. There has been success in academic efforts with minority students, while many enrollment targets were not met and recruiting faculty of color continues to be a challenge. Efforts to boost achievement of minority students were successful, citing an increase in course success rates by 5% (from 66% to 71%) from FY2021 to FY2022. This increase is viewed as a slight rebound after a challenging year where nearly all instruction was online. The move to almost entirely online instruction during the pandemic was viewed as an additional burden to many minority students who were less likely to have the technological resources and access to internet at the ready for participation in online learning. However, the increase in success rates in the past year has been encouraging. Chesapeake College students consistently achieve at a high level on cultural diversity and ethics competencies. In academic year 2022, 92% students assessed met Ethics and Values expectations and 91% met expectations for Diverse Perspectives assessments. The academic office has worked toward integrating DEI-sensitive instruction into all classes, and DEI-focused classes into programs where appropriate.

The pandemic had depressed enrollment across all groups and this impacted several traditionally underrepresented groups at the college. We failed to meet targets in enrollment of non-white students, adult credit students 25 and older, and students with disabilities. The college also did not increase enrollments in courses with diverse and multi-cultural topics, however the declines were proportional to overall enrollment declines. Despite a growing Hispanic population in the region, and an

increase above last year's numbers, we failed to meet the target for enrollments in courses for English for Speakers of Other Languages (ESOL). These numbers are still recovering from pre-pandemic levels. The college recognizes that it can to more to boost the fall-to-fall retention of first-time minority students and to increase the percentage of graduates who are students of color.

2. Efforts to increase the numerical representation of traditionally underrepresented groups

Chesapeake College uses several strategies to increase the numerical representation of traditionally underrepresented groups among students, both through recruitment and retention efforts. The Strategic Enrollment Management Plan outlines many of these initiatives in detail. Underrepresented groups at Chesapeake College include males, adults age 25 and older, and minority students. One of the most successful initiatives has been to increase face-to-face interactions with target populations following the pandemic. Returning to campus and resuming our presence in service area high schools has been integral to our success in this area. Throughout the past year, Chesapeake College staff and faculty have participated in and organized dozens of recruitment events, including mini-open house events for targeted groups, in-person tours, expanded CTE classroom visits, ESL recruitment events, College Application Week events, and more. In addition, Chesapeake's recruitment officers have continued to expand internal partnerships with those serving traditionally underrepresented groups—coordinating more regularly with TRiO, Adult Education and Family Literacy, First Year Programs, Upward Bound, and local high school ESL staff to recruit for services and programs, as well as promote transition opportunities from noncredit to credit. Intentional, highly targeted marketing campaigns have been developed and delivered to Spanish-speaking audiences and adult male audiences via digital and traditional advertising this year as well.

Many underrepresented students have trouble navigating the onboarding process to become a credit student at Chesapeake College. Recognizing this issue, the Outreach, Recruitment, and Marketing Subcommittee of the Strategic Enrollment Management Planning Committee is in the process of an onboarding review. An action team from this subcommittee has mapped our current process and is working with IT consultants to review and revise Communication Management emails and workflows. In addition, this team is evaluating the staff, resources, and tools necessary to make significant improvements to our onboarding process.

Beyond enrollment, student achievement and retention are also integral to the continued success of our traditionally underrepresented students. Many efforts are underway to expand student supports and enhance minority student achievement. The Retention Subcommittee of the Strategic Enrollment Management Planning Committee has developed and improved supports for all students to better support enrollment and retention efforts, including targeted assistance and outreach related to academic planning, registration, and financial aid. Over the fall and spring 2022 semesters, Chesapeake College significantly enhanced support services for students' basic needs—including mental health, food insecurity, and transportation. The College collaborated with local mental health services provider *For All Seasons* to offer students therapy and support on the Wye Mills Campus or via telehealth. In addition, food insecurity and transportation issues were addressed with grant funding sought by the Student Success and Enrollment Management Division. Hundreds of underrepresented students were able to take advantage of these expanded supports, overcoming barriers that could have prevented their success or continued enrollment.

The college takes steps to attract administrative staff and faculty who bring diversity to the institution. The human resources office has advertised positions in a variety of locations and publications in order to reach a broader base of eligible employees. This may have paid off in the most recent year. In years prior there have not been many opportunities to hire new faculty or employees, which makes adding a diverse workforce a challenge. The past year has seen more hiring than in previous years. And it appears that efforts at recruitment have had some success. The percentage of administrative staff who are minorities increased from 10% to 16%, and the percentage of professional staff increased from 14% to 19%. Unfortunately, recruiting faculty of color has been more of a challenge. The percentage of faculty of color has not increased significantly in several years.

3. Efforts to create positive interactions and cultural awareness.

The Diversity Committee took the initiative to host monthly conversations on Diversity, Equity and Inclusion, open to all faculty and staff. These small group conversations intended to provide a forum and safe space to delve into issues related to DEI. More importantly, they provided an informal gathering where employees could voice their opinions, and listen to others' experiences, related to race and equality. The goal was less about educational content than about creating a forum where conversations could happen. These conversations have been rare historically. An initial step in helping the majority of people better understand issues related to diversity, and the associated challenges, is to get them talking about it, to allow them to feel comfortable discussing such issues. The events were modestly attended, with about 10-20 people each time, but the conversations were thoughtful and engaging. Each time there were newcomers and the topics were varied. Overall, the events were judged to be successful in getting people to share thoughts and feelings related to DEI.

The college also hosted Safe Zone training for all employees. The training aimed to educate people about understanding LGBTQ individuals and serving students who identified as LGBTQ. These trainings were held in a series of events both in person and online and attendance was mandatory for all college personnel. The training included current information and provided interactive games which allowed for discussion.

In the Spring the college hosted an event from the Maryland Office of Civil Rights called Dimensions of Diversity. This virtual training workshop provided both information and opportunity to examine and understand the concepts of culture, cultural information and its' origin, and how it impacts the workplace. The workshop was open to all faculty and staff and included definitions of diversity, how misinformation is shared, examining cultural roots, and multi-cultural awareness. Also, this spring, faculty hosted Dr. Celeste-Marie Bernier, a scholar from the United Kingdom whose extensive research on Frederick Douglas has been shared in multiple publications.

Chesapeake College has implemented various academic initiatives to promote diversity, equity, and inclusion among the faculty and students through course content and additional experiences. The College's healthcare programs have been especially diligent in adding training for instructors to have a meaningful impact on curricular matters. Healthcare professionals are required to complete implicit bias training through Project Implicit for state license renewal. The nursing, radiology, and EMS students participated in a Poverty Simulation, with plans to expand community involvement in the future. One nursing faculty collaborated with the Social Mission Task Force for the Organization for Associate Degree Nursing. The Social Mission Alliance seeks to enhance healthcare providers' ability to advance equity and reduce health disparities in the community. The curriculum for nursing regularly

includes DEI content, such as simulated health history data collection, caring for non-English speaking patients, and addressing various challenges of teen motherhood. Students in one class were able to participate in a "Hearing Voices" simulation to gain understanding of auditory hallucinations. The Radiology Technician program purchased a new infant imaging mannequin, with dark skin tone to better reflect the range of clients they will be serving. And currently, Justin Malecki, the Director of Radiologic Sciences is conducting research on DEI and culture, and actively promotes cultural intelligence and DEI awareness in education. The Radiologic Science program has identified the need to include diverse simulations in their lab courses to focus on caring for non-English speaking patients (modeled by the nursing program) and patients with disabilities.

In Liberal Arts and Sciences (LAS), the department chairs proposed a new requirement for the LAS program, a three credit hour diversity course that would include courses like African-American Literature, African-American History, Cultural Geography, and Intercultural Communication. They are also considering proposing this requirement as an addition to the General Education Program. African-American Literature ran for the first time in many years in Spring 2023, and African-American History will be offered in the next academic year.

The Office of Student Diversity, Equity and Inclusion (Student DEI) housed in the Division of Student Success and Enrollment Management has a robust programmatic thrust including large-scale signature events, a thematic DEI series, heritage programming, monthly programs, scholarships and additional support for multicultural/intercultural student organizations

Student DEI hosted several large scale signature events. First, the annual Multicultural Advisory Committee (MAC) Black History Month celebrated black heritage month in February by featuring a keynote speaker, southern cuisine, and performances to raise funds for the J.C. Gibson Endowed Memorial and annual scholarship. Next, the Unity Fest is a cultural festival that celebrated the campuses many cultures and ethnicities. The festival featured ethnic cuisines from local restaurants and food providers, student performances, student engagement, and cultural activities.

Student DEI implemented a monthly DEI series entitled, *Language Matters presented by Rutgers University*. Language Matters was a monthly themed workshop session covering topics such as microgressisons, allyship, the Pride community, and cultural appropriation. Each series featured powerpoint and video presentation along with large and small group discussions. Light refreshments were made available.

Student DEI continued to acknowledge and share information regarding heritage and celebratory observances/holidays/months through a variety of heritage programming. Black History Month Luncheon was held in honor of BHM (February); the short film *Fannie* (2020) was screened in support of Women's History Month (March); students took a trip to Latao Hot Pot restaurant in support of Asian Pacific American heritage Month (May).

Under the guidance and advisorship of Student DEI, multicultural/intercultural students organizations at Chesapeake College have increased their marketability and advocacy for the diverse populations they serve. UHURU – Black Student Union (BSU) continues to thrive and grow in presence on the campus. Hispanic Latino Student Union (HLSU) was chartered in fall 2022 and shows great promise. The Pride Club had a stellar year with showcasing their Pride Club Bingo Night. InterVarsity, a faith-based Christian campus ministry, continues to support students with their weekly bible study sessions.

The aforementioned student organizations bring plan, promote, and implement the majority of the cultural and diverse programs on campus. Student organizations are essential and vital to making the college a vibrant and welcoming space to all communities who call Chesapeake College home.

4. Emerging Populations

At Chesapeake College the definition of Diversity encompasses the multiple dimensions by which people identify, including but not limited to, race, ethnicity, gender, sexual orientation, socio-economic status, age, abilities, and beliefs.

The Strategic Enrollment Management Plan is focusing recruitment and retention of male students, Hispanic students, adults over the age of 25. Activities planned for the next year will emphasize enrollment in career programs, improving access to scholarships, support of new/first-year students, and identifying and remediating barriers to success.

A unique, ongoing project involves fostering the growth of women in computer science. Recently, a computer science faculty member, Dr. Lanka Elson, received a grant from the National Science Foundation that will be used to recruit and train women for jobs in the IT field. The project is entitled Recruiting Women and Providing Career Ready Technicians. It aims to increase female enrollment in Computer Science Technology by 120% over the course of the grant period. Feedback from local employers influenced the conception of this project, as they have reported both too few females applying for entry level IT skilled technician positions, and a need for enhanced career readiness skills in entry-level technical job seekers on Maryland's rural Eastern Shore. The efforts to build a more diverse, career-ready skilled technical workforce will support the continued growth of Chesapeake's Computer Science Technology program. The project will also respond to local industry needs while supplying broader insight into effective strategies for diversifying the Information Technology workforce in a rural region and formalizing career readiness skill development within a highly technical curriculum. A close connection with industry employers will be fostered through ongoing contact with the project team and participation in the college's Chesapeake's Computer Science Technology Advisory Team partners.

One of aims of the Diversity plan is to promote services for students with disabilities so they may receive the accommodations they need for success in higher education. The Office of Accessibility Services (OAS) at Chesapeake College ensures students with disabilities have equal access to all services, programs, activities, and facilities at the college by providing reasonable accommodations. The OAS aims to support students with disabilities to achieve academic success by providing direct case management which often leads to referrals for academic tutoring and or coaching services, counseling services and etc. The office OAS often partners with the Office of Student Diversity and Inclusion and the Office of Student Engagement to help bring awareness to differences and to foster a more inclusive and holistic college environment for our students.

5. Other Key Initiatives

In 2020 the President formed a taskforce to cultivate a more inclusive community and uncover barriers to access, entry, and retention for students. This taskforce was set to meet for three years. The taskforce consisted of subgroups for the administration, faculty, staff, and students which met, discussed and collected information to inform this process. The work of the groups fed the central taskforce, which continued to meet up until Spring 2023. The work of that group is being transitioned to the existing Diversity Committee. The Diversity Committee will have expanded membership and a larger role at the college. This transition is expected to empower the Diversity Committee to be champions for diversity, equity and inclusion, to assess the college's policies and procedures, services and practices in

order to promote and sustain diversity, support professional development efforts related to DEI, and recommend policy changes through governance processes.

2023 Institutional Report on Plan of Cultural Diversity

This cover sheet should be submitted along with the institutional report on programs of cultural diversity no later than September 1 of each year, in accordance with statute. Please note that MHEC does not have the statutory authority to grant exceptions to this deadline. If your governing board does not meet during the summer months, please ensure you provide sufficient time for approval prior to this statutory deadline for submission to the Commission.

Name of institution: College of Southern Maryland

Individual submitting report: Trenace Richardson

Title/Department: Human Resources and Organizational Development

Contact phone: 301-934-7735

Contact e-mail: tnrichardson@csmd.edu

Individual certifying approval by governing board: Shawn Coates, Chair

Signature of governing board authority: Shawn Coates (Aug 8, 2023 18:10 EDT)

Date of governing board approval: 7/20/23

Please submit this cover sheet, report narrative, and 2022-2023 diversity plan in searchable PDF format at https://forms.gle/nT31D3sg2ncLLPAU8, no later than September 1, 2023.

COLLEGE OF SOUTHERN MARYLAND

ANNUAL CULTURAL DIVERSITY REPORT

September 1, 2023

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 are pleased to submit, in accordance with §11-406 of the Education Article, our 2023 Cultural Diversity Report.

I. Summary of Institution's Plan to Improve Cultural Diversity

Pursuant with Goal 2 of CSM's Strategic Plan, CSM is committed to fostering an environment that is welcoming, inclusive, and respectful of all students, staff, faculty, and visitors. Developing educational programs and services that are grounded in equity not only helps to develop an inclusive culture of belonging among students and employees but it also advances social justice and economic mobility for all Southern Marylanders.

Additionally, Goal 4 of the Strategic Plan emphasizes CSM's belief in fostering and sustaining a high performing employee culture. CSM is developing an institutional culture of employee engagement, life-long learning, and high performance and is woven into the everyday focus of the college.

At the core of each of these goals is the idea embedded within the African proverb that "If you want to go fast, go alone. If you want to go far, go together." With the onboarding of a new president, CSM began to reframe its cultural diversity work around three major success areas connected to the theme: Building Success Together. They are Student Success, Employee Success, and Community Success and CSM's areas of emphases and strategy for implementation are provided below. Also provided is an explanation of how progress is being evaluated, where progress has been achieved, and where improvements are needed.

Student Success - More Culturally Diverse and Inclusive Programming

After spending assessing the demographic changes in each county within CSM's regional community, CSM began implementing strategies to help increase students' access to and involvement in more culturally diverse and inclusive programming. CSM committed to continuing important programs such as **Men of Excellence** which is a college-wide initiative designed to improve the recruitment, success, retention, graduation, and transfer rates of African American men, especially those who enter as first-time, full- or part-time students at the college. The program is designed to empower students to meet their academic and professional goals and provide an array of services meant to increase student engagement, as well as encourage community-building among all participants. To add to essential work, other culturally diverse student-focused clubs and programs have been implemented. The **Women of Excellence** is modeled after Men of Excellence and supports Black and Brown female students; the **EXITO**

(means “success” in Spanish) club endeavors to provide resources for CSM’s Spanish-speaking students to ensure an enriching college experience; the **Sexuality, Alliance, and Gender Equality (SAGE)** club provides a safe space and support for LGBTQ+ college community members and allies; and the **Multi-Cultural Student Alliance** club creates a space for students of different cultural backgrounds to develop a sense of self-worth and belonging.

These clubs and programs, alongside several other student activities and initiatives, are advised by
CSM faculty and/or staff and led by students. Students are asked to participate in the **PACE Campus Climate Survey** developed by **North Carolina State University’s Belk Center** annually at which time they have the opportunity to provide feedback on CSM’s efforts to develop more culturally diverse and inclusive programming. We assess the efficacy of our student-focused programs using a variety of methods, including the **IDEA Center's Student Ratings of**
Instruction (SRI) survey system, annual assessments of at least one student learning objective in every course, and a five-year cycle of full course reviews.

Student Success – Systematizing Supports to Ensure All Students Excel

As of the time of this report, CSM is in its 4th year as an **Achieving the Dream (ATD)** college. ATD is a network of more than 300 colleges in 43 states that are innovating to implement, align, and scale cutting-edge reforms to improve student success. ATD offers a capacity-building framework that allows colleges to pinpoint strengths and areas for improvement across seven institutional capacities, including equity. ATD considers the pursuit of racial equity to be foundational to this work, maintaining that all policies and practices affect racial equity. One of CSM’s ATD goals is to identify a clear procedure for a student to follow when in need of any kind of support, to allow them to overcome barriers to completion. This is critically important when creating strategies around cultural diversity and inclusion because in order to see student progression and completion rates increase within CSM’s minority student populations, success paths need to be clear, accessible, and equitable. As a result, CSM has implemented strategies such as streamlining **Gateway Courses** to help first-year students be more successful and creating more effective Welcome Centers called **Hawk Hubs** to provide immediate assistance to students no matter where they are located.

The results of these implemented strategies, among many others, have been impressive thus far. Quantitatively, CSM continued to see an **increase in minority student enrollment** compared to services area for both nonwhite credit enrollment and nonwhite continuing education enrollment. The credit number increased from 47.6% to 49.7% and the continuing education number increased from 38.0% to 43.6%. This continuing education number reflects a 5.6% in these student populations. This indicator reflects the hard work the college is doing to recruit and retain students of color. Very positively, **Hispanic Graduate Transfers** within one year increased over 10% in the last year and exceeded the four-year average. The retention rate for male students taking at least one gateway course was higher than that of males that did not take at least one gateway course, 66.1% to 60.5%. The retention rate for **Black African American students** was very similar for both groups (taking gateway compared to not taking a gateway course), 57.5% to 57.7%. Both of these rates are

below the overall retention rates (65.9% for those taking at least one gateway, 62.5% for those not taking at least one gateway). As previously stated, we assess the efficacy of our ATD work, Hawk Hubs, and more using a variety of methods, including the IDEA Center's Student Ratings of Instruction (SRI) survey system, annual assessments of at least one student learning objective in every course, and a five-year cycle of full course reviews.

Employee Success – Teaching, Learning, and Training in Cultural Diversity

CSM employees are committed to diversity, equity, and inclusion as it relates to their instruction of (faculty) and service to (staff) the students and the community. But in order to do that effectively, it is essential that they situate themselves in settings where they, themselves, are learning and growing in this area. Related to cultural diversity, CSM provides employees several opportunities to learn and grow so they are better equipped to practice equity-centered work.

All employees are offered a plethora of **Diversity-focused trainings** through CSM's learning management system, NEOED Learn. Additionally, all employees who participate in search committees are required to complete a training focused on diversity and implicit biases to ensure our hiring processes are fair, equitable, and inclusive. Most recently, CSM has begun requiring all new hires to take a Diversity course, entitled **Diversity in the Workplace**, that exposes them to implicit bias and other fundamental concepts important to this topic. Further learning occurs for faculty and staff because some have chosen to participate in CSM's newly minted Participatory Governance structure. One of our four governance councils is the **Equity and Inclusion Council**, which is charged with contributing to the development of a college-wide strategy for increasing equity and inclusive diversity at the College of Southern Maryland.

Faculty have participated in a **Diversity Data Summit** conducted by CSM's newly appointed **Distinguished Professor for Equity in Education** and Director of Academic Planning and Assessment to ensure CSM's faculty are making data-driven decisions and implementing best practices in the classroom around diversity, equity, and inclusion. Diversity-centered training is also placed inside the resources' portal of every faculty with the expectation that they are completed and implemented in classrooms. Faculty leadership have been discussing making them mandatory for all faculty in addition to what Human Resources requires of them. In part due to all of this new learning and training, faculty teaching the aforementioned **First Year Seminar course now include a diversity chapter** in the curriculum and require a final paper which offers the students the opportunity to research a diversity topic and present both sides of the chosen topic.

Community Success – Community Partner Engagement

CSM understands their role in the community and will engage new and existing partners in government, economic development, education, and business to develop and sustain a culturally diverse regional workforce pipeline to advance the vitality of the college and the region.

CSM is proud to be a community partner of the **Big Conversation Partners in Dismantling**

Racism and Privilege in Southern Maryland. The mission of the Big Conversation Partners in Dismantling Racism and Privilege in Southern Maryland is to cultivate public understanding of the need to uproot racism personally and in the systems that derive benefit, and, therefore, perpetuate racism and privilege. CSM attends their meetings and participates in the sharing of information and the planning and implementation of the Big Conversation's annual community event. We will continue to participate in an annual survey wherein we get the opportunity to hear from the other partners about the quality of their own and our engagement. Our participation has been valued and we are being asked to participate in an even more substantive next year.

Specific to Community Outreach and Impact CSM accomplished the following in FY22:

- Implemented four new memorandums of understanding (MOUs) with local partners to expand the **education-to-industry pipelines** in the trades, energy, and healthcare sectors.
- Piloted new **work-based learning programs** to provide more experiential learning opportunities for students in their areas of study.
- Developed and began awarding new **micro-credential and digital badges** in high demand skill areas.
- Improved **prior learning assessment** (PLA) policies and processes to expand opportunities for students with prior learning experience to more rapidly complete courses and credentials.

II. Efforts to Increase Traditionally Underrepresented Groups at CSM

In an effort to recruit and retain traditionally underrepresented groups, several innovative initiatives have been implemented. This section outlines some of those initiatives geared toward student, administrative staff and faculty.

Student Efforts

CSM has offered courses in shortened formats for almost 20 years. From weekend courses to 1week and 3-week winter sessions, there have been a variety of offerings. However, in the past, there has never been a systematized implementation. Starting Fall 2021, at least 80% of course offerings were in a 7-week format, allowing students to focus on just a few courses at a time and potentially complete their degrees faster. CSM continually assesses student success in each different term length, including the 7-week sessions.

In an effort to recruit and retain more students, CSM also implemented the following:

- Provided over 400 students with laptops and other technology to ensure equity for all learners
- Translated Financial Aid information to Spanish to support non-English speaking students
- Increased minimum wage for all CSM Student Assistants and Work Study Students to $15
- Extended hours and coverage for student computer labs and WiFi Cafés
- Expanded Hy-Flex course offerings to almost 200 sections in FY22 to allow more flexibility in the mode of learning chosen

- The financial aid website was updated and streamlined to make the process for applying for student aid less cumbersome.
- The financial aid website now utilizes a Chatbot feature (Ask Talon the Hawk) to provide students with immediate access to their requested information.
- Utilized student survey information from focus groups to refine the type and frequency of information distributed to students
- Support students and families by providing essential resources to smooth the transition and decision-making process. CSM stocks Hawk Food Pantries on three of the campuses, increased counseling and mental health services, and ramped up mentoring opportunities for any students who needs support.
- Ran a Pilot Program in support of Achieving the Dream to over 80 incoming students. The program intentionally included full-time tuition and fees, books, and a laptop as well as increased communication and mentoring from Academic Advisors.

Administrative Staff and Faculty Efforts

Workforce shortages have forced CSM to cross-train and create new workflow opportunities for staff. Additionally, the institution has increased efforts to retain high-quality employees by providing incentives such as the **CSM Employee Retention Program** which includes a bonus for employees who were with the college on July 1, 2022 and remain with the college until July 1, 2024.

CSM has implemented **mandatory hiring committee training** to promote equitable hiring practices which will in-turn increase diverse hiring. CSM remains committed to reconceptualizing where and how they work and ensuring that the workplace environment is inclusive, participatory, and encourages employee engagement at all levels. To this end, CSM successfully completed their first full-year of active **Participatory Governance**. Establishing a Participatory Governance process at CSM allows employees to contribute more broadly and recommend new and innovative ideas. In addition, CSM also hosted a successful **Hawk Pitch** event where several employees 'pitched' their innovative ideas ala Shark Tank style. This work has been expanded to include students.

Other efforts made to recruit and retain administrative staff and faculty:

- Launched the Future State of Work initiative to streamline processes, create efficiencies, and improve collaboration.
- Expanded telework opportunities for college employees.
- Operationalized participatory governance to encourage more employee engagement at all levels of the organization.
- Utilized NEOED Learn, Human Resource's new online learning management system, to provide more employee training and professional development opportunities

III. Efforts to Create Positive Interactions and Cultural Awareness at CSM

CSM so values building a positive diverse culture that several initiatives and programs have been created to bring students, faculty, staff, and the community together. CSM maintains a **Heritage and Cultural Awareness Challenge** on the Equity and Inclusive Diversity public webpage so

that anyone can access this. This site provides 11 5-day cultural awareness challenges that invite you to learn about and immerse yourself in several different cultures throughout the year. Some of the challenges are as follows: Women's History, Jewish American Heritage, Asian American and Pacific Islander, Disability Awareness, Native American Heritage, and more.

The **Diversity Equity Inclusion and Belonging (DEIB) Faculty Leadership Team** collaborated with **CSM's Global Initiative Committee** to host an **International Dinner** that included food, a guest speaker and a workshop. Ten (10) people attended the dinner. Additionally, DEIB conducted a **Walk a Mile in Our Awareness Conference** wherein attendees participated in workshops, discussions, and activities centered around inclusion and belonging. Fifty-one (51) people attended the conference. An incentive that will soon be created to promote attendance and participation to DEIB events in the future is Badges. For every event attended and for every initiative an employee participates in, they will receive a digital badge that can provide extra points connected to performance evaluations and during promotion or tenure reviews.

IV. Currently Underrepresented Emerging Populations in Higher Education

CSM will continue to pursue traditionally underrepresented populations such as African American males. Additionally, as mentioned previously, CSM has experienced a slight increase in the representation of **students of Hispanic descent**. We will continue to use the aforementioned strategies in Section II to attract this underrepresented population.

APPENDIX

College of Southern Maryland
Plan for Cultural Diversity and Institutional Equity 2022-2023

Approved by the Board of Trustees

College of Southern Maryland
Plan for Cultural Diversity and Institutional Equity
2022-2023

The College of Southern Maryland (CSM) is an open-admissions, comprehensive regional community college and strives to enhance the lives and strengthens the economic vitality of a diverse and changing region by providing affordable postsecondary education, workforce development, and cultural and personal enrichment opportunities. Recognized once again in 2023 as one of the top online colleges in Maryland by Intelligent.com, a trusted resource for program rankings and higher education planning. CSM ranked 15th out of 18 college and universities and was the only community college on the list. CSM stands ready to support its diverse population of students, employees, and community members in achieving their academic and career goals. CSM's core institutional values - diversity, equity, respect, and integrity – are woven into the work of every division, department, and program.

CSM has integrated into its Board-approved 2021-2024 Institutional Strategic Plan (ISP) four strategic goals, heavily focused at promoting cultural diversity and institutional equity. These four strategic goals form the basis of CSM's Plan for Cultural Diversity and Institutional Equity (CDIE). These goals are supplemented by strategies and action items that form the essence of the CDIE. In addition, the CDIE plan specifies which of the three areas of success are affected based on the new president's theme, Building Success Together – Student Success, Employee Success, and Community Success.

In this plan, cultural diversity means the inclusion of racial, ethnic, and other groups that have been underrepresented in higher education (Code of Maryland, Education Article 11-406). Institutional equity refers to the intentional design of the CSM experience to treat each student, employee, and visitor with respect, consideration, appropriate support, and fairness.

CSM STRATEGIC PLAN GOAL 1: Improve student progress and completion.

CSM recognizes that, while many things affect students' abilities to complete their programs in a timely manner, we must reduce all barriers within our control to ensure the best student outcomes possible.

STUDENT SUCCESS		
Strategy 1.1: Clarify the paths: ensure students have the information and resources they need to achieve their academic and career goals. **Strategy 1.2:** Systemize the supports; each student will have appropriate and timely support to achieve their educational goals. **Strategy 1.3:** Demystify the finances; ensure students fully understand the cost of attending college and payment/financial aid options available to them.		
Action Items	**Offices Responsible**	**Deadline**
1.1: Gauge the effectiveness of Hawk Hubs, Hawk Food Pantry, and other similar programs designed to ensure students have the information and resources they need to succeed via the PACE Survey	SES, CWD, DOL, HRO, PIER	December 1, 2022
1.2: Gauge the effectiveness of ATD work, including Gateway Courses, such as the First Year Experience via IDEA Center's Student Ratings of Instruction (SRI) survey system, annual assessments of at least one student learning objective in every course, and a five-year cycle of full course reviews	SES, CWD, DOL, HRO, PIER	December 1, 2022

1.3: Gauge the effectiveness of culturally diverse, student-led clubs and programs for increasing equity in student access to support, inclusion, and belonging	SES, DOL, CWD, HRO, PIER	December 1, 2022

CSM STRATEGIC PLAN GOAL 2: Ensure Equity in All Programs and Services

CSM is committed to fostering an environment that is welcoming, inclusive, and respectful of all students, staff, faculty, and visitors. Equity is at the core of such an environment. Equity is grounded in the principle of fairness and is achieved by providing each individual with the opportunity, resources, and access needed to be successful.

STUDENT SUCCESS **EMPLOYEE SUCCESS** **COMMUNITY SUCCESS**		
Strategy 2.1: Improve hiring practices to ensure equity for all. **Strategy 2.2**: Use disaggregated data to close equity gaps. **Strategy 2.3:** Expand digital access and technology to ensure equity for all learners. **Strategy 2.4:** Strengthen cultural competency among all employees.		
Actions	**Offices Responsible**	**Deadline**
2.1: Analyze and evaluate recruitment pipelines for workforce areas and applicant pools in which groups are underrepresented	HRO, DOL, CWD, PIER	December 31, 2022
2.1: Review and revise hiring processes (including search committee training) to improve consistency of practice across workforce areas and to increase hiring of employees from underrepresented groups in workforce areas with underrepresentation	HRO, DOL, CWD, PIER	December 31, 2022

2.2: Implement annually CSM's Affirmative Action Program, identifying workforce areas in which groups are underrepresented by gender or race	HRO, PIER	June 30, 2023
2.3: Develop and implement strategies to address barriers to the effective retention of employees from underrepresented groups, including limited access to technology and other resources required for tele-working during remote operations	HRO, DOL, CWD, PIER	June 30, 2023
2.4: Gauge the frequency of use and mastery of diversity courses offered through NEOED Learn, both mandatory and voluntary	HRO	June 30, 2023

CSM STRATEGIC PLAN GOAL 3: Build and sustain the regional workforce pipeline

CSM understands its role in the community and will engage new and existing partners in government, economic development, education, and business to develop and sustain the regional workforce pipeline to advance the vitality of the college and the region.

COMMUNITY SUCCESS		
Strategy 3.1: Establish the college as the training provider of choice for Southern Maryland. **Strategy 3.2:** Collaborate with regional and state partners on workforce development initiatives. **Strategy 3.3:** Provide accelerated learning opportunities that align with regional workforce needs as well as global industry needs.		
Actions	**Offices Responsible**	**Deadline**
3.1: Gauge the effectiveness of strategies implemented to achieve a more equitable demographic representation in targeted programs addressing county workforce needs	SES, DOL, CWD, HRO, MAR	December 31, 2023

3.2: Begin and continue conversations with strategic regional and state entities on workforce development initiatives to discuss mutually beneficial partnerships	SES, DOL, CWD, HRO, MAR	December 31, 2023
3.3: Gauge frequency of visits to the Culture and Heritage Challenge housed on CSM's public website	SES, DOL, CWD, HRO, MAR	December 31, 2023
3.3: Chronicle ways CWD engages the regional workforce in accelerated learning opportunities	CWD, HRO, MAR	December 31, 2023

CSM STRATEGIC PLAN GOAL 4: Foster and sustain a high-performing employee culture

CSM believes that fostering a culture of employee engagement, work-life balance, life-long learning, and high performance is critical to the success of the college's mission and our ability to serve our students and our community.

EMPLOYEE SUCCESS		
Strategy 4.1: Expand professional development to ensure a high caliber workforce. **Strategy 4.2:** Reconceptualize where and how we work. **Strategy 4.3:** Strengthen a culture that incorporates our institutional values in all we do. **Strategy 4.4:** Ensure a workplace environment that is inclusive, participatory, and encourages employee engagement at all levels.		
Actions	**Offices Responsible**	**Deadline**
4.1: Increase the use of NEOED Learn for professional learning among CSM employees	HRO	June 30, 2023
4.2: Develop more flexible strategies regarding work modes and environments	HRO, PRE, OPP	June 30, 2023

4.2: Design and implement a DEI training curriculum that promotes employee attainment of CSM core values, ATD capacity areas, and AACC competencies	HRO	December 31, 2023
4.3: Gauge workplace culture by examining the PACE Campus Climate results for employees	HRO, PIER	December 31, 2023

Key:

CWD	Continuing Education and Workforce Development
DOL	Division of Learning
HRO	Human Resources Department
MAR	Marketing Department
PIER	Planning, Institutional Effectiveness, and Research
PRE	Office of the President
SES	Division of Student Equity and Success
OPP	Operations and Planning

Cultural Diversity Report – FY 2023
Community College of Baltimore County

Section 1: Summary of 2022-2023 Cultural Diversity Plan and Progress

In Fiscal Year 2023, the Community College of Baltimore County planned to address cultural diversity by working towards achieving six major goals:

1. Closing outcome gaps for students (e.g., course success, retention, completion)
2. Increasing employee diversity
3. Ensuring equitable hiring and promotion across a broad range of diversity facets
4. Ensuring that disabilities are not obstacles to success at CCBC
5. Enhancing the processes for reporting and redressing incidents related to diversity, equity, and inclusion, and
6. Providing additional diversity-related instruction and training to students and employees

Strategies for achieving these goals and the progress achieved during the year are as follows:

Strategies	Progress
Increasing access to student performance data that is disaggregated by race/ethnicity and gender so that outcomes gaps could be identified, and resources and interventions could be directed toward students in need.	Achieved for course success data and retention data. Created six Power BI dashboards with slicers for race/ethnicity. Used the Postsecondary Data Partnership dashboard to view outcomes for Black and Latino Males and other groups.
Developing data dashboards for course success that would allow program leaders and faculty to analyze their courses by race, gender, and other student characteristics	Achieved. Two Course Completion dashboards are posted to CCBC's SharePoint site for each academic term.
Focusing on changes to individual courses that can help improve pass rates for all students	In progress. Some courses such as a few highly enrolled general education courses and the few courses that completed Learning Outcome Assessment Projects this year focused on closing outcome gaps.
Deploying High-Impact Practices (HIPs) through relevant, courageous, and innovative pedagogies that emphasize success across all population groups	Achieved. HIPs have been deployed in seven highly enrolled general education courses and in several relevant (e.g., Biology has implemented undergraduate research. Sociology has implemented Service Learning).

Strategies	Progress
Including Culturally Responsive Teaching and Learning (CRT-L) strategies and Just-in-Time interventions to ensure forward momentum across students' programs of study	In progress. CRT-L program alumni engaged in course implementation projects. A holistic student support model was developed and a Customer Relationship Management (CRM) solution was purchased to allow for early alerts and just in time intervention
Deploying various instructional models, based on research and best practices by discipline, to maximize student success rates across the curriculum	Achieved. Faculty received training from the Association of College and University Educators (ACUE) to earn a certificate in effective teaching practices.
Reducing the negative impact on progression often associated with non-credit bearing courses for degree-seeking students	Achieved. Reviewed the placement process. In English, the lowest developmental course was eliminated, and the accelerated model was set as the default for all students who place into developmental English.
Increasing marketing and advertising in media spaces frequented by diverse job seekers.	Achieved. Advertisements to attend CCBC have gone to more diverse audiences, and job postings have been placed on job boards that focus on minoritized groups.
Engaging the Diversity in Hiring Roundtable of the President's Diversity, Equity, and Inclusion Advisory Council (DEAIC) to identify barriers to hiring diverse employees and propose remedies.	In progress. The Roundtable reviewed hiring processes and made recommendations that the college's administration has reviewed. Adoption and implementation are pending.
Reviewing and revising the diversity training that search committee participants receive.	Achieved. A new version of search committee member training was launched this year. It replaces a process where a single member was a search specialist with special training in diversity, to one where every member is trained to engage productively with diversity.
Reviewing our current employee classifications to create more career ladders for people to move up on a non-competitive basis.	In progress. The employee classification study is underway with expected completion in summer 2023.
Implementing, through Human Resources, an annual meeting with each CCBC department to review the current data on diversity for that department.	In progress. An annual Affirmative Action Plan (AAP) was completed for FY 2023 and analyzed for retention and turnover for each department. Results of the AAP will be shared with senior leadership and department leaders to develop meaningful action plans in support of workforce diversity.

Strategies	Progress
Establishing Employee Resource Groups (ERGs) based on gender, minorities in leadership, challenges for black females, minority males, etc., to create an environment of support for employees facing challenges or feeling isolated.	Continued Improvement Needed. This strategy was deferred pending action related to the results of the Diversity Climate Survey for Employees and approval of the DEAIC's action plans.
Implementing policies that ensure participation by various races, religions, ages, sexual orientations, physical abilities, etc., on planning committees for student and employee events.	Continued Improvement Needed. Staffing committees continued to be on a volunteer basis with attention to diversity and representation, but without policy mandates.
Continuing to use the President's Leadership Academy (PLA) as a springboard opportunity to advancement to leadership positions in the college.	Achieved. In the past year at least two members of the previous class of eight received promotions to leadership positions after completing PLA.
Engaging the Office of Disability Support Services to the Holistic Student Support Workgroup of Student Achievement and Success Steering Committee.	Achieved. The Office of Disability Support Services continued to provide accommodations and the Holistic Student Support Group had developed a need assessment and caseload advising to help students with disabilities get the support they need.
Reviewing recommendations from the Accessibility Roundtable of the President's Diversity, Equity and Inclusion Advisory Council for policies and initiatives to implement in the coming year.	In progress. The Accessibility Roundtable made recommendations for making CCBC more welcoming and supportive for individuals with disabilities. These were reviewed by senior administration this year and are pending implementation.
Conducting the Diversity Climate Survey to examine the experiences and needs of students and employees with disabilities	Achieved. The Diversity Climate Survey was conducted last year, and the results continued to be analyzed and presented this year.
Engaging the Tackling Bias Roundtable of the President's Diversity, Equity, and Inclusion Advisory Council to redesign and promote more robust reporting and resolution processes.	In progress. The Tackling Bias Roundtable created an action plan that was reviewed by senior administration. Adoption and implementation of recommendations is pending.
Continuing to provide existing training programs for employees and students such as o Culturally Responsive Teaching and Learning program (CRT-L) o Restorative Practices Training o Safe Zone training o Brave & Safe Space training o Sexual Misconduct Prevention	Achieved. All trainings were offered this year. CCBC also worked with Achieving the Dream to launch a four-part data workshop series which focus on equity-minded data practices

Strategies	Progress
Expanding our current diversity training into a multi-course program with modules facilitated by the Human Resources Employee Relations and Equity Administration to address Title VII and other non-discrimination requirements	Achieved. Human Resources provided two Respectful Workplace and Civility Training workshops (for Managers and for Employees) that include training on Title VII and non-discrimination requirements. HR also launched "EEO Basics for Managers: Title VII", the first module in a 3-module series designed to improve staff competence in Title VII and non-discrimination. The series will continue in FY24.

Section 2: Efforts to Increase Representation of Traditionally Underrepresented Groups

Traditionally underrepresented groups in higher education include racial/ethnic minorities, women, individuals of lower socioeconomic status, and first-generation college students. To increase their numerical representation, CCBC implemented initiatives to increase awareness of opportunities to attend or work at CCBC, student support services to address academic and non-academic barriers to attendance and retention, and employee recognition and support services to promote retention. These include:

- A revised marketing and advertising plan that targets increased promotions toward underserved markets such as racially/ethnically diverse areas, areas where the population has lower degree attainment, areas with high unemployment and/or lower income, etc.
- Initiatives to reduce the cost of college, such as no tuition increase for the past five years, Open Educational Resources (OER) implementation that reduced the cost of class materials by 50%, and expanded fee-waivers for Prior Learning Assessment which grants credits for prior education and training, such as from our continuing education programs to our credit programs.
- Intensive lobbying for universal Maryland County Promise, which led to significant expansion of eligibility requirements, making CCBC affordable for a broader population of students struggling to pay for college.
- Committing much of the college's American Rescue Plan Act (ARPA) money to ensuring that 85% of students could attend CCBC tuition-free.
- Financial Support initiatives such as assistance completing the Free Application for Federal Student Aid (FAFSA) completion support, strong advocacy for expanding the Maryland College Promise and Baltimore County College Promise Programs.
- Implementation of a Holistic Student Support model of advising.
- Initiatives such as Success Navigators which help to address non-academic needs related to housing insecurity, food insecurity, transportation, and financial emergencies.
- Academic success initiatives such as Success Coaches and free tutoring.
- Targeted initiatives offer mentoring and support to promote achievement and retention such as the Male Student Success Initiative (MSSI) which serves Black/African American and Hispanic/Latino males at CCBC.

Section 3: Efforts to Create Positive Interactions and Cultural Awareness on Campus

To create positive interactions and cultural awareness among students and employees on campus, CCBC offered the Culturally Responsive Teaching and Learning program (CRT-L) and several programs through the Office of Intercultural Engagement such as Courageous Conversations About Race and Simulation Events. Human Resources offered Respectful Workplace & Civility Training.

Culturally Responsive Teaching and Learning (CRT-L) training includes a series of workshops that address concepts, mindsets, and behaviors related to inequality and improving relations:

- The Meanings of Culture and Race
- Overcoming Stereotype Threat
- Culture and Mindsets of Intelligence
- Social Capital, Learning, and Caring
- Attribution Theory
- Productive Persistence
- Micro-aggression
- Inter-subjectivity
- Identity Contingencies
- Privilege and Power
- The Politics of Language Variation

Courageous Conversations About Race is a semester-long series of sessions where members of the cohort meet to discuss issues of race, its impact on our lives, and its impact on the CCBC community.

Simulation Events are activities that help foster shared understanding and empathy between groups. Three events CCBC held in FY2023 include:

- Roots of Injustice, Seeds for Change - "Toward Right Relationship with Native Peoples".
  - This event is an held for Indigenous Peoples Day (IPD). Members of the CCBC community learn about the history of this country through the voices of Native Americans, European American colonists, and historians.
- Poverty Simulation event.
  - This simulation is designed to help participants begin to understand what it might be like to live in a typical low-income family trying to survive from month to month.
- Re-entry Simulation
  - This event simulates the struggles and challenges faced by individuals who are transitioning form incarceration back into society.

Section 4: Emerging Underrepresented Populations

In the past two generations (Millennials, and Generation Z), an increasing number of people have begun to identify as sexual orientation and gender minorities. This includes orientations and genders across the LGBTQIA+ spectrum. In addition, Neurodivergent persons are also underrepresented in higher education but are increasing their participation in college and the higher education workforce. This includes people with learning differences, people with psychological disabilities, individuals on the autism spectrum, and those who have suffered traumatic brain injuries. CCBC attempts to welcome and support these individuals and promote a positive social environment.

Section 5: Other Initiatives Central to The Cultural Diversity Plan

Campus Life's Office of Intercultural Engagement (OIE) offers two Safe Zone training workshops each year. This 4-hour session is available to the members of the CCBC community that would like to serve as allies to the LGBTQ+ student population.

OIE also oversees the Committee for LGBTQ+ Advocacy, Support, and Inclusion (CLASI) which is a college-wide committee that promotes awareness of LGBTQIA+ issues, and provides strategies, methods, and educational opportunities to the CCBC community to create a more inclusive, welcoming, and supportive environment. Subcommittees within CLASI work to provide a supportive affinity group of staff and faculty who identify as LGBTQ+, advocate for implementation of CCBC's LGBTQIA+-friendly policies, and conduct the Archive Project, which documents and preserves the history of events and people that have been instrumental in advocacy, support, policy, and progress regarding the LGBTQ+ community at CCBC since the 1970s. One initiative that CLASI advocated for this year was expanding the options for gender identification on CCBC's application materials and in our information system. Their proposal was approved, and implementation is pending.

Maryland Higher Education Commission (MHEC)

Cultural Diversity Report

2023

Introduction

Frederick Community College (FCC) is a comprehensive, public, associate degree-granting institution serving Frederick County, Maryland. Frederick Community College strives to foster a culture of inclusive excellence so all College community members may fully engage, live authentically, and flourish. In addition, FCC dedicates itself to intentional and ongoing reflection to meet the evolving needs of its surrounding communities.

Since the founding of FCC, the College has prepared an increasingly diverse student body to complete workforce preparation, transfer education, career development, and personal and career enrichment.

FCC has created a diversity, equity, and inclusion infrastructure that includes the Office of Diversity, Equity, and Inclusion; the President's Diversity Advisory Council; MOSAIC (Making Our Space An Inclusive Community) Center; Adult Services; Veteran and Military Services; Disability Access Services; Adult Basic Education and English as a Second Language programs. Additionally, the College offers student- centered and employee-centered programs, including those that support Faculty and Staff of Color, the LBGTQIA+ community, student parents and caregivers, and immigrant students. These programs provide support and remove barriers for special populations.

Currently 17% of FCC faculty members and 20% of the professional administrative staff identify themselves as People of Color. In addition, the Student of Color population at FCC is approximately 40%, exceeding the racial and ethnic diversity of Frederick County (29%).

The college's cultural diversity work is grounded in the College-wide 2019-2024 Diversity, Equity, and Inclusion Strategic Plan, a reflection of the College's commitment to continuous improvement in diversity, equity, inclusion, and belonging. The following narrative highlights initiatives and outcomes included in the plan. The plan, with updates through May 2023, is found in Appendix A.

Section 1: Summary of FCC's plan to improve cultural diversity

Major goals

On June 19, 2019, the FCC Board of Trustees approved the first five-year college-wide Diversity, Equity, and Inclusion Strategic Plan. The project was the result of college and community conversations over the previous eight months that centered on the strengths and areas of needed growth for the College and focused on four main goals: 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.

Areas of emphasis

Since 2019, FCC's major area of focus has been to reduce racial equity gaps for African American and Hispanic students.

Strategy for implementation

As part of a Board of Trustees Annual Strategic Priority in FY 2019-2020 and FY 2020-2021, the College undertook a process of assessing the data around access and success from a racial equity perspective. Using tools from the Center for Race and Ethnicity at the University of Southern California and engaging national experts on how colleges address racial equity gaps, the College developed an Institutional Racial Equity Plan to close all racial gaps in access or success by 2027.

How progress is being evaluated

Benchmarks for the Institutional Racial Equity Plan were to be developed Spring 2023 in collaboration with the Assistant Dean of Assessment and Articulation. Due to the unexpected vacancy in that position, these individual benchmarks still need to be determined.

Where progress is being achieved

After a year of developing projects to reduce racial equity gaps, faculty have begun their implementation. Using the culturally responsive principle of connection, a common syllabus template was designed to foster a greater sense of belonging and hope for students. Also included in the syllabus is a Commitment to Equity Statement, which will be used by all instructors in Fall 2023.

As of May 2023, 24 faculty and staff have completed an intensive seven-week institute in culturally responsive teaching. After completing training in implicit bias awareness, relationship-building with students, and equitable grading practices, these Equity Scholars are now positioned to undergo a two-day implicit bias train-the-trainer workshop in which they will acquire necessary skills for training additional full-time and adjunct faculty.

The completion of the National Assessment of Collegiate Campus Climates (student climate survey) has resulted in data-informed conversations about race with stakeholders and has increased the college community's comfort in discussing the relationship between students' racial identities and their perceptions of mattering and belonging throughout various areas of the institution. In a concerted effort, students and employees have used

conversations about the data to understand students' needs more clearly and have made recommendations to stakeholders for improving students' experiences, thus increasing their chances for success. While we are committed to closing racial equity gaps for African American and Hispanic students by identifying and responding to their needs, we are confident that all constituents of Frederick Community College will benefit from a more compassionate and inclusive environment.

Where continued improvement is needed

While efforts have been made to provide professional development opportunities to members of the FCC community, attendance at these events has not always been consistent. Our most successful professional development offerings in terms of engagement have been a result of effective collaborations with various entities of the College. To that end, the Office of Diversity, Equity, and Inclusion will make deliberate efforts to plan events strategically with the Center for Teaching and Learning and the Office of Student Leadership and Engagement so that our collective efforts can have a larger impact.

While the composition of Employees of Color has increased slightly over Summer 2022 (up by one percent to 19%), more needs to be done to approach the goal of increasing the diversity of employees to 25%. A permanent VP for Human Resources could help make progress in this effort. Changing leadership and interim positions in Human Resources have created challenges in addressing the action item in the DEI Strategic Plan that calls for "Assess[ing] the strength and weaknesses of the current recruitment processes by race/ethnicity and job recruitment."

Finally, opportunity exists to raise greater awareness and accountability around DEI work. It is clear that the work is being done. Sixty-eight percent (19 out of 28) of the items in the DEI Strategic Plan are in progress, despite a two-year pause for some items during COVID-19 as well as vacancies and interim posts in six administrative positions at the College during the 2022-2023 academic year, including President, Provost, VP for Human Resources, Senior Diversity Officer, VP for Teaching and Learning, and VP for Student Affairs. As interim positions are permanently filled, the work of DEI can continue to move forward consistently throughout the institution. Additionally, a summit where we share the work, discuss our progress, and identify/request support could strengthen awareness and accountability around DEI work.

Section 2: Campus-wide and program-specific initiatives designed to recruit and retain traditionally underrepresented students, staff, and faculty

Students

The Partnership to Achieving Student Success (PASS) program provides wraparound services to students through year-round individualized success coaching and support from a dedicated Student Success Retention Specialist, connection to campus and community resources, and personal enrichment and community-building workshops and events. In the Summer of 2022, the PASS program was expanded to serve students from first-generation, limited-income, historically-excluded, racially-underrepresented, or underserved backgrounds as well as students who would benefit from additional math, writing, and reading support.

In Spring 2023, the Men and Women of Excellence program was revamped to provide intensive services, support, and events for male and female students of color. The Men and Women of Excellence program consists of four

main components to support participant success: 1) individualized success coaching and dedicated support 2) mentoring 3) leadership development activities, and 4) semester scholarships for participants. Each of these action items strives to positively impact term-to-term retention rates, academic success, and transfer/graduation rates through structured services. Outcome data will be tracked and disaggregated to determine their impact on DEI goals.

Administrative staff and faculty

A benchmark to raise the percentage of Employees of Color from 19% to 25% has been identified as a goal to reflect the increase in student diversity (approximately 40% Students of Color). Additionally, the hiring process was revised to be more 'user-friendly,' reducing the length of the application for non-faculty and non- administrative positions from five pages to two. Another goal is to implement a system for checking the percentages of diverse applicants to see where in the hiring process opportunities exist to attract a more diverse pool of candidates. Efforts to assess the strengths and weaknesses of the current recruitment process by race/ethnicity and job group have been delayed due to the vacancy of a permanent VP for Human Resources.

While FCC understands the importance of representation when it comes to hiring diverse faculty and staff, we acknowledge the importance of retaining Employees of Color once they are a part of the institution. The Faculty/Staff of Color Group meets monthly to build community and discuss issues relevant to Employees of Color. During the 2022-2023 academic year, members supported families of employees who experienced loss through charitable donations; welcomed and engaged the new president and her chief of staff in dialogue about the rewards and challenges of working at the institution as Employees of Color; and met with Students of Color to discuss the NACCC (student climate) survey results. Ongoing discussions are in progress to formalize the group into an Employee Resource Group. In March 2023, employees completed the Personal Assessment of the College Environment (PACE) Survey which included 17 questions related to racial inclusion at the College. Employee responses will offer opportunities to create equitable outcomes for Employees of Color as their needs are made evident in survey results.

Section 3: Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus

Faculty and staff cultural training programs

Using storytelling to interrupt stereotypes and biases, the Office of Diversity, Equity, and Inclusion began a new series called "In Our Own Words." Employees from the college provided testimony about their own lived experiences centering on the topics: 1) Leading While black, 2) Women in STEM, and 3) From Home to Here (stories of first-generation students who now work at FCC). Panelists consisted of administrators and faculty from nine areas of the College. Designed to foster greater connection throughout the college, these sessions had a positive impact on FCC students who reported feeling supported and cared for while relating to employees' stories of resilience. To garner greater future participation (each session averaged around eight participants), the Office of Diversity, Equity, and Inclusion will work more closely with the Center for Teaching and Learning and the Office of Student Leadership and Engagement to collaboratively plan events.

The National Assessment of Collegiate Campus Climates (NACCC) is a student climate survey designed to assess students' sense of mattering and belonging on campus and the community. Surveys were distributed to students 18 and older during February and March of 2022. Data results were shared with stakeholders in February 2023. This initial report-out resulted in a five-part discussion series, "Let's Talk Race," based on five domains of the

survey: mattering and affirmations, cross-racial engagement, racial learning and literacy, encounters with racial stress, and appraisals of institutional commitment. The "Let's Talk Race" series garnered an average participation of 17 students and employees from 14 areas across campus. Eighty-nine percent of respondents indicated that the sessions made it easier for them to hold data-informed discussions about race with students and colleagues. Each session brought forth recommendations to the College about strategies for fostering a greater sense of belonging among students.

Recommendations included: 1) a space for students of color and faculty and staff of color to discuss their racial trauma, including mental health resources that address racial trauma; 2) focus groups that allow students of color to share their experiences about spaces on campus where they have reported not always feeling welcomed (i.e. tutoring, financial aid, advising); 3) more collaboration with the Office of Diversity, Equity, and Inclusion, Center for Teaching and Learning, and Office of Student Leadership and Engagement to host and publicize DEI-related events; 4) mandatory microaggression and implicit bias training. The FCC community demonstrated courage and vulnerability through storytelling and data-informed discussions about race. These were major steps towards raising awareness and educating others about group differences and fostering greater inclusiveness throughout the college.

Curricular initiatives that promote diversity in the classroom

In 2022-2023, all academic departments began implementing equity initiatives developed during the previous academic year. To meet the needs of diverse student populations, departments incorporated welcoming videos and welcoming statements in syllabi for students; implemented REACH coaches to help ESL students read and understand exam questions in the health sciences; engaged in a department-wide syllabus revision and workshopping project; and developed a financial literacy project that incorporated lived experience.

The Fall 2023 semester will see the introduction of required equity statements in syllabi for all classes, and the division of Teaching, Learning and Student Success will explore implementing mandatory training in implicit bias as the next step on a multi-year process to train faculty in the use and implementation of culturally responsive teaching practices.

FCC's second cohort of Equity Scholars, nine full-time and adjunct faculty trained in culturally responsive teaching pedagogy, completed the Culturally Responsive Teaching Institute in May 2023, for a total of 24 trained faculty and administrators. Along with completing the seven-week intensive course which provided a framework for teaching equitably, participants also transformed their syllabi and assignments to be culturally responsive and served as expert advisors to departments to help develop racial equity initiative projects. The second cohort of Equity Scholars peer-reviewed each other's classes to provide objective feedback about assignments and the class experience. After two years, the data is showing a relationship between students exposed to CRT pedagogy and retention. Students taught by Equity Scholars persist longer than students not exposed to CRT principles. Equity Scholars from both cohorts will undergo training in implicit bias to provide subsequent training for full-time and adjunct faculty.

Co-curricular programming for students

The MOSAIC Center hosted cultural awareness programs and courageous conversations. The "Courageous Conversations" series takes hot-button topics in politics and current events and encourages direct, face-to-face conversations about them. Each program provides a framework for having productive conversations with people of varying beliefs, backgrounds, and perspectives. Topics have

included Women's Equality Post Roe vs. Wade (approximately 40 participants); Our Perception of People with Disabilities (61 participants); and Policing (approximately 65 participants).

The Office of Diversity, Equity, and Inclusion partnered with the Office of Student Engagement and Leadership to sponsor their first live LGBTQIA+ dance party. Over 150 students and employees attended. Participants enjoyed dancing, face-painting, a DJ, drag performance, and free lunch. Available also were HIV testing and other resources that provided information for members of the LGBTQIA+ community and allies. Out of 81 respondents, 90% agreed or strongly agreed that the event fostered a greater sense of inclusion and belonging. Eighty percent agreed they had a chance to see and understand issues important to members of the LGBTQIA+ community. Eighty-nine percent reported feeling physically safe.

The Office of Diversity, Equity, and Inclusion hosted the 14th Latino Festival. This community event celebrates Latino culture through food, dance, music, and art. This year's festival was particularly noteworthy since its return invited the community to gather on campus again after a two-year hiatus due to COVID-19. On average, the event draws over 1,000 people and attracts 50+ vendors. Through story-telling, dialogue, and the implementation of culturally responsive initiatives and celebrations, FCC is creating positive change for stakeholders by harnessing the talents and strengths within its community.

Section 4: A description of emerging populations that are currently underrepresented in higher education

ESL students

In an effort to assist students and visitors with Limited English Proficiency (LEP), in Spring 2023, a three-part professional development series entitled "Engaging Our Hispanic and Latino Community" was offered to faculty and staff to provide training in basic introductory Spanish communication skills. Participants received instructions on how to greet, offer assistance, and provide directions to students needing assistance in various offices on campus.

To provide greater access to students and visitors for whom English is not a first language, trainers made available a language line offering online interpretation services, a booklet that includes in-person first contacts, a list of employee volunteer interpreters with their language proficiency, and a campus map translated into Spanish. The materials were posted on the DEI intranet site as a collegewide resource, along with the training PowerPoint and other training resources.

Student parents/caregivers

In Fall 2022, Parents Lead, a cohort program that assists parents in pursuing a degree, was revamped to include wraparound services to student parents by providing individualized success coaching and support, connection to campus and community resources, and opportunities for student parents to form a supportive community through cohort activities and targeted programming that address needs of the adult and student parent population. In Fall 2023, a cross-institutional taskforce (convened through the College Success for Single Mothers grant) created a set of campus-wide recommendations for supporting the success of single mother and parenting students. Included in the recommendations were scholarships and tuition waivers for student parents; affordable childcare for student parents and caregivers; an annual strategic goal related to caregiving students; and spaces on campus that are family-friendly (i.e. toys, books, coloring pages in waiting areas, and space in study areas for students with children in-tow).

Non-traditionally-aged students

FCC's Adult Basic Education (ABE) population includes adults who may be experiencing addiction/recovery, homelessness, learning differences, incarceration, or other challenges that forced them to drop out of school. These challenges typically linger as they continue through the program. The ABE/GED program provides asynchronous and synchronous online classes as well as in-person instruction and offers classes at an alternate location for students who may not have transportation to the main campus. The ABE/GED program also provides asynchronous classes at Frederick County Adult Detention Center. The program is currently coordinating a GED class for a non-profit organization in Frederick that provides transitional services for community residents. While the current emphasis for our DEI Strategic Plan is to address racial equity gaps for African American and Hispanic students, FCC is equally committed to meeting the needs of other under-represented populations, including ESL students, student parents and caregivers, and non-traditionally-aged students.

Section 5: Other initiatives central to the DEI strategic plan

Through the Food Locker Program, FCC offers food that students can prepare at home and share with family members. Providing food in lockers allows students to register to receive an access code to pick up the food at their convenience. Since the program's inception in October 2022, there have been 112 visits to the food lockers by 69 students.

The Counseling and Wellness Office has added a full-time counselor and created a Zen Den for students. Before the Fall 2022 semester, one full-time counselor provided one-on-one therapy to students with no centralized quiet space for the office. Using the Higher Education Emergency Relief Fund (HEERF), the counseling space was expanded to include two private offices for staff and a new Zen Den. The Zen Den provides a quiet space for students to take a break between classes. Students are offered an opportunity to relax using weighted blankets, a massage chair, and activities that offer kinesthetic and sensory stimulation. The Food Locker Program and improvements to the Counseling and Wellness Office demonstrate FCC's care for the whole student, which is equally vital to students' success.

Frederick Community College's continued efforts towards the DEI Strategic Plan demonstrate a collective commitment from students, faculty, administrators, and community members despite periods of transition and the aftermath of a global pandemic. Our endeavors point to our resilience and our ability to reflect on areas of growth, to pay attention to what the data and gaps are telling us, and when necessary, to regroup, recalibrate, and finish the work we've started.

2023 Garrett College Equity, Diversity, and Inclusion Narrative

Section l: A summary of institutions plan to improve cultural diversity as required by Education Article §11-406. Include all major goals, areas of emphasis, and strategy for implementation. Also provide an explanation of how progress is being evaluated. Please indicate where progress has been achieved, and areas where continued improvement is needed. If there is no formal plan approved by the institutional governing board, describe how the institution intends to come into compliance by July 1, 2024.

Since 2018, and in consultation with representatives from Prince George's Community College, Garrett identified five (5) goals that directly impact equity, diversity, and inclusion (EDI) on campus. The goals, are accompanied by strategies and objectives that have driven actions each year to make improvements for the campus community in relation to EDI. The five goals are as follows:

1. To coordinate initiatives for equity, diversity, and inclusion.
2. To increase opportunities for campus engagement around the topics of equity, diversity, and inclusion.
3. To identify obstacles to student success and establish a network of support services that will help students to overcome them.
4. To provide an actively engaged and relevant college experience for our diverse student population to include credit and non-credit students.
5. To ensure the College is able to attract and retain a diverse, well-qualified, and competent workforce.

To address Goal 1, the President named the Director of Equity & Compliance (now Director of Institutional Compliance & Safety) as the College's Diversity Officer. The Director was tasked to cultivate a work and learning environment that encourages and supports equity, diversity, and inclusion. To identify and coordinate EDI initiatives, the College also created an EDI Committee comprised of key campus stakeholders with responsibilities related to the identified goals, strategies, and objectives. The College is still working on establishing a student council to ensure active engagement. The third strategy under this goal is to collaborate with community partners. Garrett has established and grown partnerships with local NAACP chapters, as well as the county AAUW committee. The Director serves as a Western Maryland representative for the Maryland Commission on Civil Rights and the County's newly formed Diversity & Inclusion Advisory Committee. Both of these collaborations have connected the College to valuable resources to effect change on campus and within the local community.

Goal 2's focus includes a foundational and on-going development and delivery of workplace cultural competency among employees. An introductory course was delivered to all full-time faculty and staff and all Athletic head coaches in the Spring of 2019. While there are other courses being developed, in-person engagement opportunities that involve employees, students, and the greater community have been the main focus. The Joan Crawford Lecture Series has provided a great opportunity to invite speakers to campus to share their knowledge and experience with the campus community. Topics that have been covered include autism, Black History, Appalachian history, Indigenous history, Women's history, and more. Additionally, through community partnerships, Garrett has held, or been involved in, listening sessions with underserved populations, providing valuable feedback to help make improvements in services, resources, and supports.

Strategies for Goal 3 were identified to address needs or provide supports for traditional and emerging underrepresented groups. In the last several years, the LGBTQ+ population has increased on campus. In a society that isn't always accepting of this community, the College felt it was important to provide students with a safe community. Employees became certified Safe Space trainers and brought the program and training to campus. Garrett is also in the process of developing a "Campus Name" policy. From engaging with the LGBTQ+ community and other student populations, access to physical and mental health services was identified as a critical need. As such, the College has hired a part-time mental health counselor, and partnered with the local hospital to have an on-campus health clinic. Socioeconomic status was another indicator that the College focused on. To address students in poverty or low-income, the College developed plans to address transportation needs, increased Open Educational Resources (OER) in credit courses, created and maintained the Students in Need Group (SING), who runs the campus food pantry, and increased scholarships. Many of these actions also aid in supporting our non-traditional student population. Under this goal, Garrett is also working to improve access and accommodations for students with disabilities. The College has made improvements to doorways and is looking at other facility improvements as part of the 10-year Facilities Master Plan. The College is currently looking at digital accessibility and compliance in response to the Department of Education Office of Civil Rights "Dear Colleague Letter".

Goal 4 is focused on fostering an actively engaged and relevant college experience for our diverse student population. Once strategy focuses directly to Academics and providing and assessing global and cultural competency. The existing assessment process that the College was using noted some flaws so the College is has begun to reassess. Curriculum mapping, new course development, and a new hire in the Social and Behavioral Science faculty are all areas working toward meeting this strategy. Additionally, post-COVID, Garrett is working to rebuild its Study Abroad program, to provide students with the opportunity to visit other countries and gain the global/cultural experience. Under this goal, supporting our residential student population and acclimating them to the area is a large focus. Providing the necessary supports in housing is important to student success, but also providing opportunities to make connections with commuter students and the community is critical to engagement, success, and retention. Programming has been the best action to help build those relationships. Partnering with the Chamber of Commerce, the College has held a New Student Welcome Reception for the last four years, which has increased to over 100 students, both new and returning, involved. Increasing international student recruitment and providing them with the opportunity to gain a different cultural experience is another strategy under goal 4. COVID decimated the College's international student population but it is slowly growing. The international students provide a great benefit to our campus community with their personal experiences, but their involvement in a partnership with the local school system where they visit elementary school students, provides the local community with a global/cultural experience that is very limited in this rural area.

The final goal focuses on attracting and retaining a diverse workforce. Strategies under this goal include various types of employee trainings, such as interpersonal communication skills, Emotional Intelligence, and developing a Hiring Committee Packet that helps individuals recognize and manage bias and ask appropriate questions. Additionally, it is known that one of the best ways to attract and retain a qualified, diverse workforce is by offering competitive wages/salary. To address this, the College conducted a compensation and salary equity study and implemented funding to keep Garrett at market standards.

Section 2: A description of efforts to increase the numerical representation of traditionally underrepresented groups among I) students 2) administrative staff and 3) faculty. This section of the report should detail initiatives designed to recruit and retain traditionally underrepresented students, staff, and faculty. Reports should include information on both campus-wide and program specific initiatives.

Garrett College believes in the importance of making its educational and employment opportunities accessible to traditionally underrepresented groups. Since Garrett County's population is about 97% 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 2022, non-white, full-time student enrollment was 27.6% (total non-white enrollment was 19.0%), 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. Data evidences that the average number of African American completers remains consistent with the average number of minority completers throughout the year. Efforts put into place to help support our minority populations additionally support two other traditionally underserved populations: low-income and first generation. The Advising & Academic Success Center (AASC) utilizes a complex predictive retention model to identify students within risk categories, that include underserved populations. Once new incoming students have been modeled, all are invited to participate in the STARS (Striving Together and Reaching Success) retention program. Students within the at-risk and high-risk categories are paired with a staff or faculty mentor to guide them through the program. The STARS program consists of intentionally designed activities to help improve student success and retention outcomes, such as regular engagement with the Learning Commons and academic support services, early and ongoing advisement, and participation in student social activities. The AASC also oversees the College's Early Alert system, which is a proactive intervention structure to help aid in student success and retention. Developmental Education was another area identified as an equity gap for traditionally underserved groups. These courses pose financial implications to many students already struggling with the cost of attending school, and is not earning those students college credit. Developmental courses at Garrett are being transitioned, starting in the Fall 2023 semester, to an Accelerated Learning Program (ALP) model to address those existing equity gaps and provide a more successful experience for students.

Outside of Academics, programming and services is another area of focus to help recruit and retain traditionally underrepresented groups. Since Garrett is one of two community colleges in the state of Maryland that offer residence halls, it is quite attractive to students in that they can get a traditional 4-year college experience at a community college. Diverse programs and activities are offered to students that are inclusive and provide the opportunity for engagement with the campus and external community and resources. Garrett has also worked to build strong Athletic programs, recently adding women's soccer, and often provides scholarship opportunities to student-athletes. Garrett offers an on-campus clinic and access to a mental health counselor once a week, in addition to the SING food pantry, which addresses the common issue of food insecurity for traditionally underrepresented groups.

Garrett College has been much less successful with respect to attracting and hiring minority faculty and administrative 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 19.0% of total student population identify as non-white, only 4.5% of employees self-identified as non-white (fall 2022 data). 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 and, Higher Ed Jobs with the diversity and inclusion boost, 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 nationally competitive faculty and professional staff salaries, lack of monies ear-marked for EDI 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.

• Lack of available, affordable housing.

Outside of recruitment activities, the College initiated and completed a compensation and salary equity study. As a result of the study, the College implemented a funding plan to get Garrett employees to market standards. The College will continue to monitor the market and address minimum wage increases and compression in efforts to offer competitive wages/salary to aid in the attraction and retention of a qualified, diverse workforce. Additionally, the College has worked diligently on education and training for current employees on topics such as interpersonal communications, emotional intelligence, cultural competency, and developing a Hiring Committee packet to aid committee members in fair hiring practices and recognizing/managing bias.

Despite challenges, Garrett College remains committed to increasing the minority representation among its full-time faculty and administrative staff and continues to have this a priority goal.

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

Garrett College is fully committed to fostering an environment that not only embraces and celebrates cultural diversity, but also one that ensures that all are made to feel welcome and supported during their campus experience. 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. By June 2019, all full-time faculty and staff, and Athletic coaches completed a workplace cultural competency foundational course. This foundational course is part of the Employee Compliance Training and all incoming employees are required to complete. Additionally, the College continually adds training opportunities for employees to raise awareness are EDI initiatives, including interpersonal communication, Emotional Intelligence, recognizing and managing bias, and more.

All incoming students are also required to complete a foundational course around cultural competency as part of the required Student Compliance Training. Students are also assessed on global and cultural competency based on enrollment in a variety of courses. In 2021, the College developed and administered a survey for faculty to complete in order to examine General Education Requirement courses that currently address any of the 16 areas of global and cultural competency in order to gain a better understanding of how information is currently being taught. The College plans to use this information to explore how current course offerings support the institutional learning goals associated with cultural and global perspective outlined in the college catalog. From the results of the survey, some of the classes that will be explored include but are not limited to: BIO 109, ECN 101, ECN 202, ENG 101, ESC 101, ESC 121, GEO 201, HUM 210, PSY 101, PSY 102, PSY 230, and SOC 101. During the May 2023 assessment workshop, three courses were identified that directly address Competency VI, ANTH 230, GEO 201, and SOC 101. It is planned to use exams and assignments from these courses and focus on exploring and assessing Cultural and Global Perspective amongst our students. Additionally, pre-COVID, Garrett has an active Study Abroad program which provided participating students with the opportunity to experience other countries and cultures and reflect on those experiences.

College leadership continues to build upon established community partnerships. The College continues discussions with the recently establish Garrett County chapter of the NAACP, as well as the Allegany County chapter representatives. Additionally, the college serves as the host for the County's Diversity and Inclusion Advisory Committee, which the Director of Institutional Compliance & Safety is a member. The 2022-2023 school year had a continued focus on student engagement in EDI-related activities. The Genders & Sexualities Alliance (GSA), the American Association of University Women (AAUW) chapter, and the Campus Activities and Advisory Board (CAAB) held several EDI-related activities for the campus community. Additionally, listening sessions were held throughout the county where college students participated and provided valuable feedback on actionable items around LGBTQ+, disability, and students of color supports and services. The Joan Crawford Lecture Series addresses many EDI-related topics and provides for engagement of the entire campus community, as well as the external community, creating opportunities for positive interactions and enlightening discussions.

Section 4: A description of emerging populations that are currently underrepresented in higher education. Note that Sections 2 and 3 focus on traditionally underrepresented groups.

Two emerging populations that are underrepresented at Garrett include students with physical/mental disabilities and LGBTQ+ students. The rise in mental health concerns among higher education students is quite alarming, especially post-COVID. In several conversations with students, as well as survey responses, access to mental health resources has been one of the biggest requests. To address, the College has employed a part-time mental health counselor for several years. Since the College has started tracking in 2019, total individuals seen and contacts increased, with anxiety and depression as the dominant issues. Additionally, the Campus Assessment Response Evaluation (CARE) Team is comprised of key departments who triangulate student concerns. A representative from Disability Support Services (DSS) is active on that group, and they keep members apprised of any issues related to students with disclosed disabilities. DSS has grown in response to the uptick in enrollment of students with disabilities. Originally, responsibility was housed only in Student Affairs, but based upon the need to collaborate, Academic representation was quickly brought on. Several employees from the Advising & Academic Success Center (AASC) are now involved in DSS activities, and the College is expanding those services to workforce students. For the 2022-2023 school year, there was an average of over 20 students working with DSS, which is not the highest the College has seen, but is proportional with enrollment numbers. The College also partnered with the public-school system to host their first annual Transition Fair, to share credit and non-credit educational programs with sophomore, juniors, and seniors with a 504 or IEP in high school. Currently, the College is looking at awareness of services to students, especially those in workforce, physical accessibility through its Facilities Master Plan, as well as digital accessibility to support this underserved group.

The second, and largest emerging underserved student group the College is seeing is the LGBTQ+ community. In a recent listening session with LGBTQ+ youths, college students disclosed that they felt that Garrett College was a place within the county where they felt safe, supported, and could be their true selves. The College has worked over several years to build/expand its Safe Space program to provide places where students know they are accepted and free from violence, harassment, or hate speech. There is an active Genders & Sexualities Alliance (GSA) on campus that organized a Pride Week and created Garrett College Pride gear. A “Campus Name” policy is also being developed to not only support this particular group, but also benefits other students and employees who wish to use a chosen name for none legal actions in campus.

The College’s EDI plan will continuously assess student data to provide supports for identified traditionally and emerging underrepresented/underserved populations. The EDI Committee meets quarterly each year; however, members regularly review goals and strategies and will update in real-time if it is determined there is an area of support and service where the College is lacking.

Section 5: If needed, a description of other initiatives that are central to the cultural diversity plan that are not captured in Sections 2, 3, and 4.

N/A

Hagerstown Community College
Cultural Diversity Report for 2022 – 2023

Section I:

A summary of the institution's plan to improve cultural diversity. Include all major goals, areas of emphasis, and strategy for implementation. Provide an explanation of how progress is being evaluated. Indicate where progress has been achieved, and areas where continued improvement is needed. If there is no formal plan approved by the governing board, describe how the institution intends to come into compliance.

Overview of Cultural Diversity at HCC:

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 underrepresented 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.

Hagerstown Community College's strategic plans have always incorporated goals and action plans for a diverse student body and workforce. HCC provides updates annually through its unit planning process, revising and adding objectives and action plans as institutional priorities change or are added. 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.

Consistent with previous plans, initiatives to improve cultural diversity are incorporated in the strategic commitments in HCC's 2026 Strategic Plan approved by the Board of Trustees on December 21, 2021. When HCC engaged in a new strategic planning process in 2021, diversity, equity, and inclusion discussions served as a foundation for the steering committee's work. The process involved gathering substantial input from faculty, staff, administrators, and students. An important step in developing the strategic plan was a review and complete revision of the mission, vision, and values of the College. The newly adopted mission and values incorporate the importance of equity and diversity, and inclusion.

The College believes in and teaches the ideals and values of culture and diversity. 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.

The College's Mission, Vision, Values, and Institutional Learning Outcomes

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

Mission

HCC ensures equitable access to affordable, high-quality educational programs, while fostering workforce development and cultural vitality in the region.

Vision

HCC will be the college of choice through demonstration of inclusive educational excellence, transformative growth, and community enrichment.

Values

- Excellence
- Integrity
- Diversity and Inclusion
- Stewardship
- Civic Engagement
- Student Centered

Institutional Learning Outcomes

The following attributes are goals of the full HCC experience, designed to impart students with knowledge, skills, and attitudes that go beyond the classroom and equip them with tools for lifelong success.

- Personal and Social Responsibility
- Globalization and Diversity
- Critical Thinking and Communication
- Scientific and Quantitative Reasoning
- Information Literacy and Technology
- Professionalism

Strategic Commitments

- Enrollment
- Assessment
- Retention
- Integration
- Partnerships
- Community

The Office of Planning and Institutional Effectiveness regularly reports data that supports the strategic commitments. A portion of this information is provided to campus leadership in the annual Fact Book. Review of this data by campus leaders informs discussions around success in achieving institutional goals and identifying potential barriers, particularly for students of color. In order to address the State Plan for Postsecondary Education, performance indicators from the Performance Accountability Report (PAR) are used to measure progress on retention and completion metrics.

HCC's credit minority enrollment consistently exceeds that of the county's underrepresented population. 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. Hispanic residents comprise the fastest-growing ethnic group in Washington County. HCC continues to monitor the retention and persistence of diverse students.

Data collection and analysis of general education diversity courses and the ILOs tied to globalization and diversity is an important aspect of assessing HCC's student learning outcomes. The results are used to improve student learning and the quality of the courses offered at HCC. Assessment data is regularly reviewed and discussed by faculty and administrators as part of the assessment process at HCC.

In the fall 2021 semester, HCC participated in the PACE survey, a campus climate instrument designed to help community college leaders understand the institutional culture and how employees perceive and experience their work. Several questions were embedded in the survey to examine DEI data. This DEI climate data provided a measure of the real or perceived quality of interactions on campus as well as the level of respect for others. The results of the PACE survey are used to design programs and initiatives for the campus community intended to nurture a positive, healthy campus climate for all. A climate survey is planned to collect similar data on the experiences of HCC students.

Section II:

A description of efforts to increase the numerical representation of traditionally underrepresented groups among 1) students 2) administrative staff and 3) faculty. This section of the report should

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

Efforts to increase representation of traditionally underrepresented students

A position in the Admissions office is dedicated to outreach and recruitment of underrepresented populations. This recruiter visits all local high schools, including English Language Learner (ELL) classes, and hosts information sessions targeting prospective underrepresented students at local venues.

The Financial Aid department offers workshops for low income, at-risk students to encourage participation in higher education by covering information regarding federal and state financial aid programs, borrowing, and important deadlines. Additionally, HCC has sources of aid for those who do not qualify for Pell grants or who require financial assistance beyond what is already provided.

The TRiO Student Support Services (SSS) program works closely with at-risk students to help them persist, complete their courses and graduate. The program serves high-risk populations, of which over 30 percent fall into a underrepresented group.

Efforts to increase representation of traditionally underrepresented staff and faculty

The recruiting specialist in the Human Resources department is committed to practices that encourage the hiring of traditionally underrepresented faculty, staff, and administrators. Each year, this person utilizes a number of recruiting resources and initiatives with a goal of attracting a diverse applicant pool.

This includes attending the job fairs such as:

- National Virtual Career Fair for Veterans with RecruitMilitary
- Frederick News Post fall job fair
- Horizon Goodwill's Cut/Cloth/Work job fair

A new recruiting resource was utilized this year to attempt to broaden the candidate pool.

- StudentAffairs.com

Recruiting sources that previously have helped in recruiting new applicants for positions include:

- HigherEdJobs along with diversity and inclusion emails packages
- Chronicle of Higher Education and InsideHigherEd
- Indeed, Ziprecruiter, and LinkedIn
- Maryland Workforce Exchange
- Pennsylvania Job Gateway
- Handshake – platform used to post positions to multiple colleges and universities
- Betterteams
- Posting on specialty/professional organization sites
- Posts on HCC's Facebook page

In addition to tactics used to recruit new faculty and staff, the Office of Human Resources also offers a number of programs designed to retain current employees:

- Employee appreciation day
- Summer employee/Family picnic and Welcome back luncheon
- Employee recognition programs
- HCC Spirit week
- Holiday celebration activities
- National Wear Red Day with group employee picture
- Earth day celebration
- Free Health Screenings, Flu Clinic and Seated Chair Massages

Section III*:*

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

Faculty and staff events related to cultural diversity

- Guest speaker: Looking at Teaching With an Equity Lens, Part II
- Conference at Howard CC: Defining Diversity: How to Build an Inclusive Environment in Higher Education
- Campus police training and activities related to individuals with disabilities
- Integrating DEI in Your Online Course webinar
- Culturally Responsive Teaching Using Choice Boards
- Culturally Responsive Teaching: What It Is, Why It Matters, and How You Can Do It
- Engaged but Not Invested: Practical Approaches Toward Educational Equity
- Addressing and Preventing Bias in Educational Technology
- Five Strategies for Teaching and Reaching African American and Latinx Students
- Boosting Recruitment and Increasing Retention of Women and BIPOC Students in STEM
- Helping Students Navigate the 'Hidden Curriculum'
- When Students Have Ninety-Nine Problems and Your Syllabus Is One: Five Equity-Minded Practices That Remove Barriers for Success
- Faculty-led book clubs focusing on diversity and student success: Courage to Teach fall 2022, Small Teaching spring 2023.
- A newsletter featuring heritage-related LibGuide features and inclusive listings of holidays and observances is emailed to faculty, staff & students at the beginning of each month

- Added to the library's permanent collection as both décor & reference material Tribal Nations of the Western Hemisphere Map
- In Our Back Yard: Examining together, the diversity of Washington County -- a year-long series of events including Exploring Jonathan Street: History, Art, Imagination
- Bridging the Antietam Institute: Stories from our Community
- Inclusive Environments in the Classroom - Autism

Curricular initiatives that promote cultural diversity in the classroom

HCC offers diversity in the curriculum through its Diversity 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 in Sports and Athletics
- Diversity in a Tech Society
- Race and Ethnic Relations

Diversity in academic offerings is found outside of the general education requirement as well. Enrollments in both credit and non-credit courses designed for English Language Learners, have increased over time. The Workforce Solutions and Continuing Education division of the College offers a number of courses that appeal to this population.

Co-curricular programming for students

The Office of Student Activities offers an array of programs for the student body that relate to cultural diversity. Below are some of the recent highlights.

- Monthly informational displays were created in the Student Center main dining room, highlighting cultural awareness for Hispanic Heritage Month, Native American Heritage Month, Black History Month, Women's History Month, and Irish American Heritage Month
- A Kpop Club was started this year and was very popular with students. The club explored Korean culture though music, trivia, crafts and discussions. Black Student Union was also very active on campus.

- Hispanic Heritage Month was recognized in October with music, food, and trivia celebrating the Latino culture.
- Trip to the Cultural Trail in downtown Hagerstown to learn about the history and culture of Washington County
- A One World Festival was sponsored by Phi Theta Kappa in November and featured CBES food incubators and HCC students and employees showcasing their home cultures.
- Students participated in a bus trip to the National Museum of the American Indian in Washington, DC for Native American Heritage Month in November.
- The annual Martin Luther King Celebration was held in January
- HCC's Black Student Union held the second annual "Conversations for the Soul" event in February where local African-American entrepreneurs talked to students about the obstacles they overcame to become business owners.
- Brish Library hosted Douglass Day in February, an annual national event that focused on papers of Mary Ann Shadd Cary. The event included a walk in downtown Hagerstown to discuss the impact Frederick Douglass had on the city.
- Irish American Heritage Month was recognized in March with a celebration of history, music and food
- A panel discussion and luncheon was held with campus leaders for Women's History Month in March
- Women's History Month guest speaker Hagerstown Mayor Tekesha Martinez spoke about being a Black woman in politics in March

Section IV:

A description of emerging populations that are currently underrepresented in higher education.

HCC recognizes the unique needs and challenges of emerging populations of students that are currently underrepresented in higher education. Examples of populations served by HCC include students that are English Language Learners and students diagnosed with autism spectrum disorder (ASD). As mentioned, a number of credit and non-credit courses offered at HCC are designed for students looking to improve their English communication skills and prepare this population of students for the workforce. The Office of Disability Support Services coordinates reasonable accommodations for students that are determined to have a need. Beyond the accommodation process, the staff also assist students in the application, advising, and financial aid process.

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

HARFORD COMMUNITY COLLEGE

July 1, 2023

Background

Harford Community College (HCC) is a two-year college that believes in providing an open and inclusive environment to all students and employees.

Introduction: Diversity at Harford Community College

At the institutional level, HCC has championed diversity, which has been included in the College's Mission Statement and its Strategic Plans. Equity and inclusion are part of HCC's current list of values, which states: "Our shared purpose unites us, and our diversity strengthens our actions. We intentionally engage many voices and seek to understand existing inequities before taking action. We bring open minds and appreciation of backgrounds, expertise, talents, and experiences to every conversation." It further asserts: "We act in the best interests of our students. We consider the perspectives, feelings, wishes, rights, and traditions of others. We are kind and courteous in our interactions and engage in courageous conversations for the betterment of our students, our College, and ourselves. Our expertise and contributions are valued and as such we are happy and productive." (https://www.harford.edu/about/get- to-know-harford/index.php#accordionItemitem-d27e194).

Diversity is woven into the everyday work of the college. For example, many courses at HCC incorporate diversity as a learning objective, and most programs require one diversity-designated class for graduation. Diversity is included as a factor on employee performance reviews. The campus regularly offers training in equitable and inclusive work practices, as well as in diversity and cultural awareness.

HCC has had a Diversity, Inclusion, Culture, and Equity (DICE) Committee (originally known as the Cultural Diversity Committee) since 2012. In 2021, DICE received funding from the President's office to support its efforts to embed DEI work more deeply in all aspects of campus life and operations. DICE has also officially become a part of the new Collegial Governance structure at HCC as one of the All College Committees (more below) charged with addressing issues of importance to the entire college.

Section 1: Summary of Plan of Cultural Diversity

In 2020, the DICE Committee crafted a new Plan for Cultural Diversity, which was approved by the College's leadership and the Board of Trustees in 2020. The new plan outlines three major goals for improving diversity:

1: Increase campus dialogue on and engagement in critical cultural diversity issues, with an emphasis on equity and inclusion;
2: Employ a variety of assessment methods to understand the campus cultural diversity climate;
3: Increase opportunities for students and staff to learn about domestic and global issues that impact diversity, equity, and inclusion.

Below, please find HCC's annual report on progress made towards implementing our Cultural Diversity Plan, according to the MHEC guidelines issued on February 13, 2023.

Section 2: Efforts to Increase Representation

1. *Students*: The following chart includes the latest available data regarding student race/ethnicity.

Harford works diligently to increase the representation of traditionally underrepresented groups among students, administrative staff, and faculty.

Between the Fall 2021 and Fall 2022, we increased the number of Hispanic/Latino students (from 6.4% to 7.1%) and the number of Black/African American students (from 16.5% to 17%). The number of Asian students also increased from 3.8% to 4.3%. We will work to continue to grow these numbers steadily.

Students - Fall 2022	#	%
Hispanic/Latino	327	7.1
White/Caucasian	2,995	64.9
Black/African American	786	17.0
Asian	197	4.3
American Indian/Alaskan Native	11	0.2
Native Hawaiian/Pacific Islander	4	0.1
Multiracial Non-Hispanic/Latino	194	4.2
Non-Resident Alien	75	1.6

Students - Fall 2021	#	%
Hispanic/Latino	296	6.4
White/Caucasian	3,057	66.3
Black/African American	762	16.5
Asian	175	3.8
American Indian/Alaskan Native	14	0.3
Native Hawaiian/Pacific Islander	4	0.1
Multiracial Non-Hispanic/Latino	186	4.0
Non-Resident Alien	54	1.2

Students - Fall 2022	#	%
Missing	23	0.5
Total	**4,612**	**100**

Students - Fall 2021	#	%
Missing	61	1.3
Total	**4,609**	**100**

In addition to increasing the numbers of traditionally underrepresented students, HCC also works to retain them and see them to successful completion of their academic and career goals in a number of ways:

- HCC's Honors Program is a member of the National Society for Minorities in Honors; the leadership and representatives of our Honors Program plan to attend the NSFMIH conference in October 2023 (http://www.nsfmih.org/).
- HCC is focused on improving the experiences of its international students; currently, it has an admissions representative designated solely to focus on the needs of those students.
- HCC continues to administer its highly successful My College Success Network Program (more on that below).
- CETL featured programming for faculty members during the past academic year that focused on, among other themes, DEI, disability awareness and support services, building an equitable syllabus, and LGBTQ+ issues

2. *Administrative Staff and Faculty:* The following chart includes the latest available data regarding employee race/ethnicity.

Employees - Fall 2022	#	%
Hispanic/Latino	23	2.7
White/Caucasian	702	81.7
Black/African American	85	9.9
Asian	19	2.2
American Indian/Alaskan Native	3	0.3
Multiracial Non-Hispanic/Latino	14	1.6

Employees - Fall 2021	#	%
Hispanic/Latino	19	2.3
White/Caucasian	677	81.7
Black/African American	87	10.5
Asian	20	2.4
American Indian/Alaskan Native	2	0.2
Multiracial Non-Hispanic/Latino	19	2.3

Employees - Fall 2022	#	%
Non-Resident Alien	13	1.5
Missing	0	0.0
Total	**859**	**100**

Employees - Fall 2021	#	%
Non-Resident Alien	3	0.4
Missing	2	0.2
Total	**829**	**100**

While the number of Hispanic/Latino employees rose from 2.3% to 2.7%, other traditionally underrepresented groups declined slightly. For example, the number of Black/African American employees decreased from 10.5% to 9.9%; likewise, the number of Asian employees declined from 2.4% to 2.3%. To attempt to increase the representation of traditionally underrepresented employees, HCC is working to make our campus culture as well as hiring practices as inclusive and equitable as possible. To that end:

- Human Resources has implemented mandatory implicit bias training for any employee serving on search committees.
- Our campus instituted an Equity Awards program for Faculty and Staff members every other year; this award is given to highlight work demonstrating a real contribution to cultivating an equity-minded campus.
- CETL runs the Faculty Academy, which provides onboarding for new faculty and academic deans; it also runs a robust menu of programs and professional development activities for adjunct faculty. In all of these programs, there is a featured component focused on equity and inclusion, as well as LGBTQIA+ issues.

Section 3: Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus

HCC has worked hard to develop and offer a number of programs designed to build a diverse and equitable campus.

1. *Faculty and staff cultural training programs*
   - HIST stands for Harford Institute on Scholarly Teaching, a subset of the Mobile Summer Institute (MoSI). MoSI is a national organization, while HIST specifically adapted this to HCC's campus needs. It is a 1-week training that happened in June 2022, offering faculty and staff interactive workshops on evidence-based teaching practices. Inclusive teaching was one of the things this training focused on, along with active learning techniques and backward design. One session, called Inclusive College Classrooms, invited participants to explore the role of diversity, equity, and inclusion in their classroom practices. Participants were asked to reflect on different kinds of diversity, ways diverse and underserved student populations may face barriers in the classroom, and how faculty and staff can offset structural inequities

with things like universal design for learning. Other activities addressed unconscious bias, microaggressions, stereotype threat, and cultural competencies. The hope is to repeat HIST every other year (pending funding).

- CETL: The Center for Excellence in Teaching and Learning (CETL) maintained its online resources for faculty and staff while offering a full roster of trainings and other professional development opportunities. Online resources include faculty and adjunct SharePoint sites, an Adjunct Onboarding site, and HCC's Owl's Nest (a closed Facebook group for faculty support). In addition, CETL maintained a curated list of external professional development opportunities such as conferences and seminars. CETL's programming on campus included trainings and seminars on DEI, Title IX, disability support services, cultural awareness, LGBTQIA+ themes, service learning, creating an equitable syllabus, and collaborations with DICE such as Country of Focus events.
- The DICE Committee analyzed the results of its inaugural Equity Summit, held in June 2022. They created plans to hold a second summit in the Spring of 2024 and to once again involve students, faculty, staff, and administration.

2. *Curricular initiatives that promote cultural diversity in the classroom*
   - Professor John Donahue has stepped into the newly created position of Service Learning Coordinator. He created and carried out multiple professional development seminars explaining and promoting service-learning projects to faculty and staff. Due to the deep learning and community engagement involved, service learning has been identified by Kuh and O'Donnell as a high-impact practice with strong potential to benefit underserved student populations. A few service-learning projects happened this year, and John will continue with the role of coordinator as HCC attempts to build the program *more* next year.
   - Banned Books Week: Between September 18-24, DICE and the Library joined together to celebrate banned books and discuss the importance of preserving multiple perspectives in literature.
   - Country of Focus: The Country of Focus this year was Ukraine, and the campus held several informative events, brown bag sessions, and classroom implementations of information about Ukraine.
   - DICE Chair presented on DEI issues at the New Faculty Orientation (August), the Learning Center Tutors Orientation (January), and the Adjunct Faculty Orientation (April).

3. *Co-curricular programming for students*

Soar2Success is a program that helps students of color succeed in their studies and in college life. It offers motivational guest speakers for students, time management seminars, study and other college readiness skills. Some of Soar2Success's many 2022-2023 programs and initiatives are summarized below.

- Speakers and topics included:

    - Samuel Still III, “The Significance of the Still Family” (Underground Railroad)
    - Taharka Brothers, who run an ice cream business with social justice and civic engagement
    - The Black Heritage Luncheon featured a “Young Leaders of the Civil Rights Movement” multimedia presentation about how college students enabled the passage of the Civil Rights Act of 1964
    - Eboné Bell: “How To Be a Good Ally” (part of “Coming Out Day” events)
- New Student Orientation, which reviews the College’s values, including Equity and Inclusion, as well as basic college readiness information.
- Con Mucho Sabor: A program of events through Student Services highlighting documentaries and foods from the Latinx diaspora.
- Trips to Washington DC: Students visited the Museum of the American Indian, Museum of African Art, Molina Family Latino Gallery, Museum of African American History and Culture, and the Museum of Asian Art.
- Alternate Spring Break: Civil Rights & Social Justice Sojourn in Selma, Birmingham, Montgomery, and Atlanta. Students spent a week doing volunteer work, visits to historical sites, and meetings with community leaders.

My College Success Network (MCSN or “the Network”) was designed to bridge the attainment gap between students of color and white students. This program is a unit within the Student Achievement Department in the Student Affairs Division and consists of several elements (see below). In addition, planning is underway to scale the MCSN to have a wider impact on student engagement and impact on retention.

- **Academic Success Coaching**: Academic Success Coaching supports student success, retention, and degree completion. Academic Success coaches provide biweekly, individual, and group educational coaching sessions. Coaches use non-cognitive assessments to determine appropriate student support resources and help students monitor their academic progress. Students receive academic coaching by registering for Student Development 110, Success in College and Beyond, and Student Development 111, Personalized Career Exploration. Both of these classes are 1-credit college-level courses. SDEV 110 provides students with strategies to maximize success in and out of the classroom. SDEV 111 provides guidance in career exploration and decision making. All students, regardless of race or ethnicity, are able to participate in this program. The target population is students of color that have 1-3 transitional courses, are low-income, and are first-generation.
    - Fall 2022-96 students registered for coaching. 78 received a final grade. Of this 78, 48 students successfully completed their semesters.
    - Spring 2023-43 students registered for coaching. 41 received a final grade. Of this 41, 30 students successfully completed their semesters.
- **Mentoring**: The mentoring program was formally launched in Fall 2021. The purpose of the program is to provide students with an opportunity to decompress on

their way to success. Students get to speak with an empathetic mentor who has walked the academic path and can provide insight, guidance, and support. Students are provided with a safe space to talk to someone who understands the college experience.

- 18 students participated in the Mentoring Program during the Fall 2022 semester. Of the 18, 11 successfully completed their semester.
- 13 students participated in the Mentoring Program during the Spring 2023 semester. Of the 13, 10 successfully completed their semester.

Section 4: Description of emerging populations that are underrepresented in higher education

HCC has been working to make the campus an inclusive and safe space for LGBTQIA+ students, faculty, staff, and administration. Some of our initiatives include:

- The Safe Zone Committee was created to improve the campus climate and promote equity for LGBTQIA+ (lesbian, gay, bisexual, transgender, queer, intersex, and asexual) students. In the past year, Safe Zone continued its myriad programs, including:
  - Two types of educational sessions: a 30-minute *LGBTQ+ Inclusive Policy & Procedure Training* (formerly Sensitivity Training, which is now required for all new faculty) and a 3-hour *Ally Workshop* (a more intensive, interactive experience for employees who wish to become allies for LGBTQIA+ individuals)
  - Starting a gender-affirming clothing closet, spearheaded by Suzanne Gallihue
  - Offering various levels of Safe Zone trainings
  - Offering division-specific presentations on personal pronouns
- Professor Nena Craven is working on an updated Gender-Inclusive Restroom Guide.
- A Book Club collaboration between DICE and Safe Zone for 2023-2024, in which Safe Zone selected The Savvy Ally: A Guide for Becoming a Skilled LGBTQ+ Advocate for the campus community to read.
- HCC has greenlighted a new self-service option in which students and employees can identify their gender in the Banner system.

APPENDICES:

1. **Harford Community College Plan for a Program of Cultural Diversity 2020-2023**
2. **Campus Process for Reporting of Hate-Based Crimes**

3. Equity and Inclusion Statement

Appendix 1.

Harford Community College
Plan for a Program of Cultural Diversity
2020-2023

Harford Community College (HCC) is a two-year college that believes in providing an open and inclusive environment to all students and employees. Harford Community College expects to sustain an atmosphere where individuals and groups can maintain a sense of cultural identity while supporting a strong, integrated campus community. For purposes of this plan, "cultural diversity" means the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education. (Article 11-406)

Background:
Diversity has been an HCC value at the institutional level as included in the College's Mission Statement and Strategic Plans; it is included as a factor on employee performance reviews. Many courses at HCC incorporate diversity as a learning objective, and students must take one diversity-designated class, in most programs, in order to graduate with an Associate's degree. In an attempt to attract and retain diverse candidates, a Talent Management Committee was formed; it updated the HCC application portal and made progress towards advertising positions in more diverse academic journals, sites, and conferences.

To further advance the College's commitment to cultural diversity, in October 2012, the Vice President for Academic Affairs and the Vice President for Student Affairs and Institutional Effectiveness established a *Cultural Diversity Committee*, with the following purposes:

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

In 2019, The Committee for Cultural Diversity voted to change its name to the Diversity, Inclusion, Culture, and Equity (DICE) Committee. This change in the name reflects the

broader, expanded mission of the Committee to consider issues of diversity and their intersection with issues of equity and inclusion. It also widened the scope of the Committee's work to embrace the way that diverse viewpoints must be included and welcomed in mainstream campus life in order to be effectively heard and considered.

The DICE Committee includes members from across the HCC campus, including from all academic divisions, as well as from departments that interface with students, such as Human Resources, Advising, and Disability Services.

The DICE Committee has worked to create a new Plan for a Program of Cultural Diversity, for the academic years 2020-2023.

Alignments with HCC Strategic Plan and MHEC Plan:

The Plan for a Program of Cultural Diversity aligns with HCC's new FY20 – FY24 Strategic Plan. Specifically, the Plan's goals, which center on diversity and equity, support the following strategies and their objectives:

Strategy 2: Create an engaging and inclusive learning experience so ALL students can achieve their goals.

Objectives:
1. Identify and implement structures and resources to foster an inclusive and equitable learning experience for all students.
2. Customize onboarding and guided pathways for students to facilitate goal attainment.
3. Develop a college-wide, systematic process that is designed to support students at all levels of academic readiness to promote efficient college level credit attainment in Mathematics, English, and Reading.
4. Implement best practices around SEM practices for each phase of the student life cycle, entry, connection, progress, completion and transition to maintain and grow enrollment and maximize student success.
5. Maintain a Facilities Master Plan that adequately supports the needs of students, faculty, and staff.

Strategy 3: Foster a participative culture that encourages success by hiring, developing, and retaining diverse employees that share the College's values.

Objectives:
1. Cultivate a workplace culture where HCC employees feel valued and tangibly recognized for their contributions.
2. Develop a workplace culture that encourages continuous learning and professional growth for all HCC employees.
3. Develop talent (or employee) acquisition practices that work to proactively attract high quality candidates, representative of a wide variety of backgrounds and cultures.
4. Develop processes and procedures that create efficiencies in daily activities to make effective use of college resources, position employees to be successful, and positively impact the student experience.
5. Create an Administrative Procedures Manual to clarify structures and methods for performing various campus operations and activities.

Strategy 5: Prepare students to distinguish themselves as compassionate contributors and leaders in the global community.

Objectives:

1. Design multidisciplinary content and develop multiple delivery mechanisms to integrate global learning across the curriculum to prepare students for life, work, and citizenship.
2. Create opportunities for students, staff and faculty to hone leadership skills and utilize them in community service at the local, state, national and global levels to promote active lifelong learning through engagement.
3. Institutionalize comprehensive globalization at HCC to ensure that our initiatives are dynamic, leading edge and enduring.
4. Build and maintain connections that provide a vital community resource so that global understanding and stewardship thrives in Harford County.

The Maryland Higher Education Commission's *2017-2021 State Plan for Postsecondary Education: Student Success with Less Debt* outlines three primary goals for the postsecondary community in the state. One of those goals is to "ensure equitable access to affordable and quality postsecondary education for all Maryland residents." The new Plan for a Program of Cultural Diversity also aligns with the new MHEC goal of Access.

The Plan for a Program of Cultural Diversity, 2020-2023

Goals:

In keeping with the Strategic Plan, previous Plans for Cultural Diversity, and current demographics, the DICE Committee proposes the following three goals and supporting strategies.

GOAL 1: **Increase campus dialogue on and engagement in critical cultural diversity issues, with an emphasis on equity and inclusion.**

Strategies	Target Groups
In coordination, whenever possible, with the Center for Excellence in Teaching and Learning (CETL), offer regular professional development for faculty and staff, including DICE training, Safe Zone training, cultural awareness and diversity, equity and inclusion for new employees, and instructional methods with an emphasis on cultural responsiveness and equity.	Faculty and staff

Strategies	Target Groups
Increase opportunities for dialogue on critical cultural diversity issues through a variety of programming, including an annual spring semester Country of Focus event that highlights a selected speaker. Continue to offer rich co-curricular opportunities that enrich the cultural diversity of our campus.	Faculty, staff, and students
Organize and host an annual Equity and Inclusion Summit (ideally held every fall semester) to discuss best practices and strategies for implementing equity and inclusion in the classroom and through our service to students.	Faculty, staff and students (from within HCC, Harford County, and other community colleges)
Sponsor a recognition award (one each for faculty, staff, and community members), to be handed out at the annual Equity and Inclusion Summit (see above). The purpose of the recognition would be to highlight HCC employees who have had a measurable impact on promoting the goals of equity and inclusion in their classrooms, programs, services, and interactions with students.	Faculty and staff
Work with Center for Excellence in Teaching and Learning (CETL), Achieving the Dream, and other programs on campus to assess current barriers and collaborate to promote diversity, equity, and inclusion	Faculty and staff

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

Strategies	Target Group
Employ a campus-wide survey by DICE every third year, to correspond with the life cycle of the plan, to understand the campus climate for students that also assesses equity; compare to results of the previous survey where possible	Students
Analyze results of other surveys conducted by HCC, including campus climate surveys and PACE surveys, to ascertain trends in diversity, equity, and inclusion.	Faculty, staff and students
Maintain a process for capturing and responding to information on campus cultural diversity climate incidents	Faculty, staff, and students

GOAL 3: **Increase opportunities for students and staff to learn about domestic and global issues that impact diversity, equity, and inclusion.**

Strategies	Target Group
Maintaining the Country of Focus program throughout the academic year, culminating in a spring-semester, campus-wide academic presentation from a selected speaker.	Faculty, staff and students
Design a DICE website to serve as the hub of information about diversity, equity, and inclusion. The website will include the campus's Equity and Inclusion statement, the President's message of support, related program information, and links to research on the Country of Focus and EI-related campus and pedagogical resources	Faculty, staff, students, and community members

The work of the DICE Committee will be carried out by several subcommittees who will be responsible for implementing the strategies that support the three goals.

A Note about Covid-19

Beginning in the spring of 2020, HCC, like schools and colleges nationwide, moved its courses and the bulk of its work to a virtual environment. Some of the Committee's goals, such as the annual summit, may not be possible to implement immediately, until the campus and the nation are able to better assess the lasting impact of the coronavirus pandemic on our communities.

Appendix 2.

Campus Process for Reporting of Hate-Based Crimes

STANDARD OPERATING PROCEDURE

Hate Crime Investigations
for Racial, Religious, Ethnic, Gender, Sexual Orientation, and Disability-Related Incidences

Updated July 8, 2016

I. Policy

It is the policy of the Department of Public Safety to promptly and fully investigate all reported incidents of hate crimes that occur on property owned or controlled by Harford Community College. Recognizing the potential trauma associated with hate crimes, members of the Department of Public Safety will take special care to assist the victims.

II. Directives

34 CFR 668.46, promulgated under the Jeanne Clery Disclosure of Campus Security Policy & Campus Crime Statistics Act and amended by Section 488(e) of the Higher Education Opportunity Act.

III. Definitions

A hate crime is broadly defined as crime for which evidence exists that the victim was intentionally selected because of the victim's actual or perceived race, gender, religion, sexual orientation, ethnicity, or disability.[1]

Before an incident can be classified as a hate crime under Clery reporting, sufficient objective facts and circumstances must be present to lead a reasonable and prudent person to conclude that the offender's actions were motivated, in whole or in part, by the perpetrator's bias. These crimes include any crime which the victim is intentionally selected because of any of the above designations. These crimes can also include larceny-theft, common assault, intimidation, and destruction, damage or vandalism of property and other crimes involving bodily injury.

IV. Procedures

In order to complete a thorough investigation into an alleged hate crime while remaining sensitive to the needs of the victim, the following procedures will be followed by members of Public Safety staff.

A. Respond in a sensitive manner to the feelings and needs of victim(s), and commence the preliminary interview with the victim in private.
B. Promptly secure the area to preserve the crime scene and all available evidence.
C. Contact the Director of Public Safety.
D. If needed, contact 911 to request investigative assistance and crime scene processing by the assigned police agency.
E. Photograph the scene.
F. Gather all available pertinent information and witness statements.
G. Follow all applicable directives from the Director of Public Safety.

H. Prepare a complete, clear, concise, and accurate report and ensure that it is forwarded to Director of Public Safety as soon as practically possible.
I. Post-Incident: Conduct a follow-up inquiry as appropriate and prepare a supplement report containing any additional facts.
J. The Director of Public Safety will ensure that copies of reports are promptly forwarded to appropriate members of administration to include AVP for Student Development, and VP of Finance and Operations.

The Director of Public Safety will work in concert with college administration, the investigating police agency, and the State's Attorney's Office to facilitate the prosecution of all criminal suspects related to the hate crime.

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

Appendix 3:

HCC's Equity and Inclusion Statement Revised June 2022

"As the anchor institution for higher education in Harford County, Harford Community College embraces equity and inclusion as guiding principles in our mission to best serve ALL of our students and ALL Harford County residents. Collectively, we benefit from the collaborative learning environment that is fostered when everyone's unique voices and life experiences are welcomed, shared, and valued. Our policies, practices, and pedagogies are designed to create a pluralistic environment that is free from intolerance, that honors our College's values, and that includes all voices and viewpoints. We believe that such a diverse, inclusive environment contributes to student success by providing equitable access to education and learning opportunities. It is our goal and responsibility to eradicate barriers to student success to ultimately ensure our students' needs are addressed and positioned at the forefront of all that we do. Through education, awareness, and equity-mindedness, we empower members of our community to contribute to the advancement of social justice in our global society."

Howard Community College

2023 Cultural Diversity Report

1. Summary of the Institution's Plan to Improve Cultural Diversity

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. Several recommendations were made in last year's report to the board of trustees. The following are some outcomes:

- Soft-launched Anti-Bias Training for one search and to the human resources staff.
- Sponsored book colloquium series: Modern African and Middle Eastern Literature, Asian Literature, one colloquium on anti-racism, and one colloquium on organizational transformation.
- Soft-launched Diversity, Equity, and Inclusion (DEI) Statement for Syllabi, which is added to the Canvas template site.
- Initiated partnership with the community partner The 3rd and Women of Color Initiative.
- Expanded the annual diversity week program to include co-curricular offerings by faculty and staff members with deeper and diverse topics related to anti-racism. Enhanced advertisement methods were developed such as interactive website, updates on diversity calendar, advertisement to students through Canvas, and a daily announcement from the president. Volunteerism from DEI Committee members to help with each event demonstrates commitment, engagement, generosity, and passion.
- Began developing DEI Resources for college-wide use.
- Coordinated programming on campus with topics including: campus climate, cultural competency, world languages, LGBTQIA concerns, immigration, implicit bias, international education, structural racism, and working with differently-abled students.
- Participated in statewide diversity roundtable meetings that have provided a strong platform for networking, as well as learning about other diversity programs.
- Hate and Bias subcommittee started conversations with Student Success regarding educational responses to incidents and hate and bias on-campus.
- Tunnel of Awareness project in November 2022.
- Co-hosted the first annual HCC Drag event in October 2022.
- Expanded recruitment of DEI committee members by participating in new faculty orientation and receiving recommendations from members of the committee.
- While the HCC plan for diversity, equity, and inclusion 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, equity, and inclusion.

- Implement the revised plan for diversity, equity, and inclusion and committee policies to effectively position the committee as campus thought leaders in promoting a culture of diversity, equity, and inclusion.

- Increase outreach to areas and individuals in the college to promote 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, intellectual discourse, and shared idea of DEI as a community.
- Increase online diversity training and programs to expand diversity training opportunities to a larger group of the college community.
- Revive the HCC Safe Zone program.
- Continue to seek additional meeting times, locations, and partnerships for diversity events to accommodate the growing needs of the college. Staff meetings are 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 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 (HBCUs), additional college tours, and on-campus exposure.
- Expand opportunities for employee discussions on diversity-related topics, including sponsoring faculty-led reading circles and events on topics of immigration, multicultural awareness, at-promise students, and privilege.
- Implement key recommendations from interviews and surveys of traditionally underrepresented groups of employees by the human resources office and the DEI committee.
- Pursue and increase resources for the DEI Committee to fulfill one of its goals, to assess and approve diversity events, and to implement proper processes.
- Continue training and conversation opportunities to empower DEI Committee members as DEI representatives in searches and create a sustainable plan to minimize burnout and support equitable searches.
- Put in a process to review and recommend changes for both student and employee reporting structures when harm/harassment occurs.
- Continue to make progress on process and quality programming on awarding dual diversity and professional development credit to provide meaningful and skill-related programming to staff and faculty.

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

2. Efforts to Increase Traditionally Underrepresented Groups

Underrepresented groups among students

The student body at HCC is diverse. The racial and ethnic proportions of HCC students in fall 2022 are listed in the table below.

RACIAL/ETHNIC GROUP	n	%
American Indian/Native Alaskan	15	0.2%
Asian	1,178	14.3%
Black/African American	2,611	31.8%
Hispanic/Latino (of any race)	1,238	15.1%
Native Hawaiian/Other Pacific Islander	8	0.1%
White	2,194	26.7%
2 or More Races	485	5.9%
Unknown	485	5.9%

HCC has consistently monitored institutional performance gaps among our diverse student population to ensure we are responding to student needs and increasing traditionally underrepresented groups on campus. HCC has a history of institutionalizing programs that help support traditionally underrepresented groups.

1. The Silas Craft Collegians Program is an academic linked-course learning community that provides a supportive learning community for students whose past academic performance in high school does not reflect their true academic potential.
2. Step UP, a program that pairs students with faculty/staff coaches. The coaches provide one-on-one support for managing the challenges of college.
3. Career Links is a formal, structured program that offers linkages to other HCC and community services to student parents to support their success. The program offers case management, personal and career counseling, support group social events, individual progress meetings, and scholarships.
4. Howard P.R.I.D.E. is a leadership program that supports the academic, professional, and personal development of black and minority male students. They receive tutoring, mentoring, leadership seminars, individualized academic advising, academic monitoring, and personalized career and academic plans.
5. HCC's Hispanic/Latinx student success completion program, Ambiciones, promotes Hispanic/Latinx student success by recruiting Hispanic/Latinx students and implementing initiatives to focus on retention of these students. The project links students to the academic support services to foster student success, retention, and completion.
6. The Women of Color Initiative, facilitated by student life and counseling services, welcomes women of color to the HCC community. This includes a series of monthly programs that aid in both social and academic development. In addition, a weekly support group is offered via counseling services.

7. Project Access is a program designed to 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.
8. Many students in the programs described above are from traditionally underrepresented groups, often first-generation college students. These cohort-based programs provide tailored student support and guidance, and the students have surpassed their benchmarks for academic success and completion. However, the college has not had the resources to scale these best practices to the overall student body, and it shows in the incremental increases that have been measured over the years.

In fall 2022, HCC received funding from the Howard County Executive to develop a scholarship program to support students who are near completers and help them complete their degree. This scholarship will benefit both credit and non-credit students. Additionally, through funding from the county executive, HCC will expand the services offered by the wellness center on campus.

In spring of 2022, HCC engaged the Swim Digital Group (Swim) to conduct an intensive study of college operations, focusing on the student experience. Swim's project for Howard Community College, rooted in research and data, included a case study of incoming students' experiences to gain a full perspective of their journey, while engaging relevant internal stakeholders during this analysis. This research-based approach led to a proposal to streamlining enrollment processes while integrating new advising and admissions models to optimize student success. The combination of institutional planning and consultant research led to planning for the Howard Hub, an innovative one-stop center where students will receive targeted, tailored support in their educational journey.

HCC opened its first family-friendly study space, located in the library. The space features computers, whiteboards, comfy seats, a TV, a DVD player, an interactive touch-screen table, age-appropriate children's books, games, magazines and more. The goal of the space is to normalize parenthood, ensure every student parent is supported, and that resources are available to help them succeed.

In an effort to ensure the college is institutionalizing support for parenting students, the college applied to and has been accepted into Generation Hope's 2023 FamilyU Cohort. FamilyU Cohort is a technical assistance program aimed at strengthening campus support services for students who are parenting while attending college. Through the two-year experience, HCC will receive tools, information, data, and coaching to implement systemic changes that will drive college success, increase completion, and address barriers faced by student parents.

The office of admissions and advising has a close working relationship with the Howard County Public School System (HCPSS), community organizations, and other institutions that enhance the college's ability to attract diverse populations. The college works with groups such as Hispanic Achievement Liaisons in HCPSS; high school clubs for Hispanic/Latino students; the Black Student Achievement Program; Alpha Achievers, a HCPSS support group for African American males; and the Luminus Network for New Americans (formerly FIRN, the Foreign-born

Information and Referral Network), a Howard County non-profit that helps immigrants and refugees. The office of admissions and advising works with the college's English Institute and noncredit English as a Second Language (ESL) programs to enhance student access to HCC. The office of admissions and advising 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.

Underrepresented groups among employees

The college has set a strategic goal that 40 percent of its full-time faculty positions and 40 percent of its administrative and professional staff positions be held by minorities. To support achieving the strategic goals, HCC specifically targets traditionally underrepresented groups whenever possible in its recruitment efforts to increase the chances that the best candidate overall for a position will be from a traditionally underrepresented group. For example, human resources representatives attend a number of job fairs at local colleges with high traditionally underrepresented populations, and advertisements are posted on websites that cater to minorities such as Diverse Issues in Higher Education and Hispanics in Higher Ed.

For FY23, HCC updated its annual review methodology to separate cost of living adjustments and merit increases to ensure that all employees received a wage increase in an effort to address the current economic climate.

In spring 2023, the DEI committee soft-launched Anti-Bias Training for a search on the teaching and learning area. Recruitment efforts actively target candidates from traditionally underrepresented groups, and recruitment efforts and personnel actions are monitored to ensure equal opportunity and nondiscrimination. Search committees are created to ensure that one member represents the DEI Committee and its mission as much as possible.

HCC also provides representation on County Commissions as ex-officio members - LGBTQIA+ Commission, La Alianza Latina, and Asian American and Pacific Islander Commission.

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

HCC is proud of its plan for diversity, equity, inclusion, and ongoing campus diversity programming. Cultural diversity continues to be addressed in several ways at the college, including the following:

Faculty and staff cultural training programs

- A multitude of diversity, educational, and awareness events are offered to employees and students throughout each year, including films, musical performances, lectures, podcasts, talking circles, book colloquiums, and discussions. Some of the DEI Committee's work is spotlighted during its 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 retake the training every two years.
- Faculty and Professional Learning Communities (FPLC) are a diverse group of colleagues from various divisions/departments (faculty and/or staff) who engage in a yearlong program that is grounded on shared learning goals and is facilitated by one or two people but group-owned and democratic. Two of the groups offered in FY23 were "Asian American Histories, Identities, and Representations" and "Examining the Basis of Beliefs: How to Have Difficult Conversations."

Curricular initiatives that promote cultural diversity in the classroom

- Academic options are offered to provide students with an interdisciplinary framework to address topics including, but not limited to, race, gender, ethnicity, social class, abilities/disabilities, wellness, and cultural proficiency. The college's general education options include ethics and global competency.
- The Center for Civic and Community Engagement partners with a range of courses to offer required direct service, shared group service, special projects, and optional direct service. In AY 23, approximately 700 students were enrolled in a class at HCC that incorporated community-engaged learning. These courses ranged from English and Psychology to Nursing and Dental Hygiene. Service partners included the Community Action Council of Howard County, My Sister's Place, Maryland Food Bank, Freetown Farm, Free Minds Book Club, Baltimore Community Toolbank, and Success in Style.

Co-curricular programming for students

- The DEI committee supported programming for students by providing funding to the office of student life to run programs based on student feedback. This funding allowed for I Stand with Immigrants Day, Hispanic Heritage Month event, Drag show, Black History Month - National; Museum of African American History and Culture visit, women in jazz lecture, slam poet, and HCC's first ever Iftar dinner.
- The Center for Civic and Community Engagement's primary co-curricular offering is Alternative Break trips, which usually include 8-10 students and two faculty advisors. Students traveled to Sarasota, Florida, and San Diego, California to participate in approximately 40 hours of service per student with a range of local community partners. In San Diego, our efforts were focused on food and housing insecurity, and in Sarasota, students learned and served in relation to affordable housing concerns and food insecurity. This year, the center partnered with Student Life to provide programming around Voter Registration and Leadership with the Dragon Leaders program.
- In fall 2022, HCC presented the inaugural Tunnel of Awareness (TOA) program. TOA is a nationally recognized social justice awareness program presented by HCC students for the community. Participants took a guided 'tour' through the museum-style experience with six room topics. The experience lasted for approximately one hour and included a self-reflection room followed by a counseling debrief sponsored by HCC's counseling services team. The room topics were developed by student interns and included: ADHD

and the college experience, incarceration, inequality, write your own story (gun violence awareness), growing up LGBTQIA (what's your pronoun), sexual assault awareness, and mindful of fast fashion (international labor and waste). There were just over 140 participants, including faculty, students, and staff, and the response was overwhelmingly positive; each participant completed a pre- and post-survey to gauge overall awareness of the issues.

4. Emerging populations that are currently underrepresented in higher education

There is more awareness and attention around Islamophobia and Anti-Semitism nationally. The U.S. Department of Education has indicated these are the fastest growing areas for bias and hate reporting. In spring 2023, HCC hosted the first campus wide Iftar dinner to break the fast in a communal setting in observance of Ramadan. HCC has hosted shared Shabbat dinners in conjunction with the Jewish student group. With the creation of the Social Justice and Equity Center in summer of 2023, HCC will be increasing its anti-hate programming for increased awareness and understanding.

5. Other initiatives

In spring 2023, HCC hired its inaugural vice president of equity, inclusion, and transformation to build out the Social Justice and Equity Center. The center will work with students, faculty, and staff to ensure that equity is woven into the fabric of the institution. The center will be engaging with students in fall 2023 to determine priority areas for program, event, and educational focus in the academic year. The center will also be working with staff and faculty around programs and events, as well as training.

MONTGOMERY COLLEGE
CULTURAL DIVERSITY REPORT

ANNUAL PROGRESS REPORT
JULY 2023

MONTGOMERY COLLEGE

Dr. Jermaine F. Williams
President

Dr. Michael A. Brintnall
Chair, Board of Trustees

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

June 2023

Note: The questions and instructions in this report have been posed by the Maryland Higher Education Commission for all Maryland community colleges to answer.

1. **A summary of the institution's Diversity, Equity, and Inclusion (DEI) goals, areas of emphasis and strategy for implementation. Explain how progress is being evaluated. Indicate where progress has been achieved and areas where continued improvement is needed. If there is continued improvement needed, describe how we intend to comply by July 1, 2024.**

   Montgomery College's Diversity, Equity, and Inclusion goals, areas of emphasis, and strategies for implementation are laid out in the College's *Equity and Inclusion Roadmap to Success and in the Roadmap to Success Addendum* (Appendix I). The College is now in the fourth year of its five-year Roadmap and, in a continuously changing climate, the nature of the work emphasized in the Roadmap is evolving to ensure the needs of all students, faculty, and staff are being met. The College evaluates its progress against the Roadmap, with its values of equity and inclusion, excellence, integrity, respect, innovation, adaptability, and sustainability serving as the indicators by which the College measures its success. By integrating the values of equity and inclusion into the College's operational, tactical, and strategic plans, Montgomery College demonstrates its institutional commitment and can assess its progress, evaluate success, and plan for the future. Equity and inclusion are imbedded in each area of emphasis of the Roadmap, which includes: (1) student equity; (2) college workforce; (3) college culture; (4) multicultural teaching/learning experiences; (5) community-wide opportunities; and (6) antiracism strategy.

   Progress is evaluated regularly throughout the year by the Office of Equity and Inclusion and the President's Advisory Committee on Equity and Inclusion (PACEI) and documented in an annual report submitted to the College's president to document progress, and to the Board of Trustees for its approval. Continued emphasis on diversity, equity, and inclusion and improvement in our work has been highlighted in 2022-2023 in many ways. A small sample of achieved progress included the following: developed a new College policy pertaining to the College's position on diversity, equity, inclusion, and social justice that was approved and adopted by the Board of Trustees; created and conducted "Journey Towards Becoming an Antiracist Institution" required training and trained over 1,400 College employees; launched an Antiracism Micro-credential Badge and trained over 85 employees and students; established a Hispanic-Serving Institution Taskforce; hosted a 2022 Fall Equity Dialogue on Antiracism; held seven affinity-focused writing groups through the College's Writing, Reading, Language Centers that focused on the themes of Latinx, Asian-American, LGBTQ+ identity and literature; provided evidence of a narrowing of the equity gap for all students, particularly African-American male and Latinx students on the most recent MC Student Success Score Card; trained 81 employees as search advocates; implemented a #YouBelongHere campaign to show that all belong and matter; collaborated among the College's Offices of Communications and its television station (MCTV), Human Resources and Strategic Talent Management (HRSTM), Special Events, and the ADA coordinator to provide recurring collegewide events with full inclusion and integration of American Sign Language (ASL) interpreter services into MCTV broadcast and streaming programs; offered history (HIST245) and Calculus I (MATH181) classes in Spanish; offering Spanish tutoring for BIOL150 and CHEM131; completed a 10-year data exploration and analysis on Transition, Enrollment and Graduation on Information Technology Institute (ITI) and noncredit

health sciences students; helped minority vendors understand the bids process at the College; and assessed the scope of diversity, equity, inclusion, and antiracism initiatives at MC.

The College is continuously looking to improve in all areas of cultural diversity to ensure all stakeholders feel they belong and matter. Particularly related to MC's DEI work, continued improvement is needed in college workforce (Roadmap Goal 2) and community-wide opportunities (Roadmap Goal 5). During the upcoming year, there will be a strong emphasis on these two specific goals as well as continued work on the other goals outlined in the Roadmap.

2. **A description of efforts to increase the numerical representation of and detail initiatives designed to recruit and retain traditionally underrepresented groups, listed below. Reports should include information on both campus-wide and program specific initiatives.**
    - **a. Students**
    - **b. Administrative staff**
    - **c. Faculty**

Students

The College and its Academic Affairs division addresses cultural diversity for its student, faculty, and staff populations through various initiatives such as a syllabus statement (Appendix II); training on Critical Race Theory (CRT) and other relevant subjects by the Office of E-Learning, Innovation, and Teaching Excellence (ELITE); various initiatives to reduce DFW rates; S-STEM and HSI Improving Undergraduate STEM Education (IUSE) grants; and the offering of dual language courses.

Students: Efforts to Reduce the Number of Ds, Fs, and Ws

Achieving the Promise Academy (ATPA) Embedded Coaches/Implementation of co-requisite math model):

Since Academic Affairs first implemented the ATPA embedded coaches in gateway courses (for the past five years), there has been a marked difference in the DFW rates in courses where embedded coaches were utilized. College data shows that, on average, students in courses with embedded coaches have a 5 percent higher course pass rate compared to the collegewide course pass rate for those courses. While the College has had embedded coaching across many disciplines, beginning in fall 2023, every section of the identified high-enrollment, high-DFW courses will have an embedded coach. This means that 18 courses comprising an estimated 440 sections, with an estimated 8,500 students enrolled in them, are expected to be fully engaged with ATPA embedded coaches. Each of these identified courses is traditionally highly enrolled and has a DFW rate of over 30 percent. It is anticipated, based on previous results, that all 18 courses will see a significant decrease in the DFW rates, which would result in increased course completion and progress towards a degree.

Additionally, changing placement policies and implementation of a new teaching model for developmental math is resulting in more students attempting and passing college-level math in the first year in college, where many students left their math requirements until the end of their academic journey. Over a period from AY2016 to AY2021, the first-time-ever-in-college (FTEIC) student completion of gateway mathematics courses saw an overall increase from 23 percent to 37 percent. This improvement occurred across all demographics. For example, with FTEIC Black/African American completion more than doubling from 14 percent to 30 percent, and Hispanic student completion increasing from 19 percent to 33 percent. In some cases, there has even been a significant narrowing of equity gaps, previously

referred to as the achievement gap. In fact, the gap between Hispanic and white female completion rates has nearly been eliminated. The efforts to expand access and reduce barriers include the adoption of alternate placement processes that, in some instances, allow students to take college coursework either based on their performance in high school mathematics or based on their overall high school performance as measured by their GPA. These efforts also include the implementation of corequisite developmental math courses where students receive just-in-time support while taking a college math class. These initiatives emphasized and focused on removing barriers and increasing access to credit math courses while providing additional support where appropriate.

Dual Language Courses

Dual language courses provide an opportunity for students to learn academic material in their native language, where the College is focused on offering courses in English and Spanish. The College also utilizes non-native English speakers in the Learning Centers, where tutors/peers, who speak more than 25 different languages, and are available and paired with students upon request.

The College's multicultural efforts include prioritizing fundraising for two student success initiatives focused on serving Black/African American and Latinx students, with the goal of supporting the College in addressing equity gaps. These initiatives include the Presidential Scholars Program (PSP) and Achieving Collegiate Excellence and Success (ACES), which is a supportive pathway from high school to attainment of a bachelor's degree for an annual 2,700 students from underrepresented populations in higher education. To date, the College's Development Office has raised $1.3 million for PSP, now in its second year with a cohort of 60 students, and more than $7.7 million for ACES, which is celebrating its 10-year anniversary.

The College has also expanded Spanish- and Amharic-language marketing and news outreach, launching the #YouBelongHere campaign, and maintaining the College website with student-focused webpages in the seven most common languages in Montgomery County —Amharic, Chinese, English, French, Korean, Spanish, and Vietnamese. Staff members from the Office of Communications and the Office of Community Engagement serve on the College's Language Advisory Group, and partner to translate essential employee memos and trainings into Spanish.

The Community Engagement team continues to provide multilingual outreach services to underserved and underrepresented communities at community centers, nonprofit partners, public events, and virtually. In FY23, the Community Engagement team served 3,275 prospective students at 96 events, held over 4,000 one-on-one consultations, and conducted 45 workshops for 1,200 students and prospective students.

Administrative Staff and Faculty

The Office of Human Resources and Strategic Talent Management (HRSTM) conducted its annual internal assessment and implemented its Affirmative Action Plan (AAP) to ensure accessibility as it relates to the College's employment opportunities. The 2022 AAP[1] report indicates that 57 percent of employees are from traditionally underrepresented groups and 58 percent are women. Between April 1, 2022, and March 31, 2023, the College filled 222 budgeted positions. Of the 222, 72 percent of new employees were from traditionally underrepresented groups and 59 percent were women. The spring 2023 demographic data for employees is as follows: there were 3,389 employees of whom 52 percent

[1] The 2022 AAP data covers the period from October 1, 2021, through the date of this report.

were employed part-time. Of the total number of employees, 43 percent were White, 28 percent were Black/African American, 15 percent were Asian, 13 percent were Hispanic, and 1 percent were American Indian/Alaska Native, Native Hawaii/Pacific Island or two or more 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 that reinforce the College's commitment to increasing the numerical representation of underrepresented groups. Also, 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, unconscious bias, and best practices for attracting and retaining diverse talent. Every effort is made to have diverse search and interview committees, consisting of individuals with different backgrounds, perspectives, and experiences. HRSTM in collaboration with the Office of Equity and Inclusion is working to develop an in-house training program adapting the components of the Oregon State University Search Advocate training model to further incorporate the Search Advocate program into recruitment and hiring. The Search Advocate program is designed to enhance the equity, validity, and diversity of the process. This program will also 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. This year, the College has added a partnership with Ability Jobs to enhance our outreach to persons with disabilities. The College routinely uses the latest technology to support its efforts, including various forms of social media designed to target specific audiences.

The College monitors recruitments on an ongoing basis to ensure that a diverse applicant pool is attracted. Additionally, applicant tracking demographic metrics, including demographic data at each stage of the recruitment process, are reported quarterly. This data allows the College to identify where additional outreach efforts are needed. For the period of April 1, 2022, through March 31, 2023, of the applicants that self-disclosed, 75 percent were from a traditionally underrepresented group. The percentage of applicants self-disclosing as female was 56 percent.

Relevant training provided by the Office of E-Learning, Innovation, and Teaching Excellence (ELITE) for faculty and staff included:

- Critical Race Theory (CRT) and its connection to pedagogy
- Collaborative and active learning techniques for equity and diversity
- Progressive student engagement through inclusive teaching and coaching

There have been 118 workshops offered from July 1, 2022, through February 1, 2023. One of these workshops had 1,367 participants.

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

a. Faculty and staff cultural training programs

b. Curricular initiatives that promote cultural diversity in the classroom

c. Co-curricular programming for students

Faculty and Staff Cultural Training Programs

Equity and Inclusion Antiracism Training: Over 1,400 college faculty and staff have participated in the required two-hour training.

Search Advocate Program: The Search Advocate program seeks to increase diversity in hiring at all levels of the College. To date over 80 faculty and staff have been trained to participate in hiring searches. The goal of the program is to train and appoint equity-focused advocates to participate and serve on search and interview committees to help write/vet interview questions, raise awareness of unconscious bias, and promote the hiring of culturally competent employees across Montgomery College.

ELITE Training: Weekly professional development training is conducted by ELITE and includes a wide array of culturally relevant programming. The instructors' conference for 2023 focused on Building Inclusive Learning Environments.

Faculty and staff cultural training programs totaled over 84 sessions and include the following:

- *Exploring Critical Race Theory for the MC Classroom:* Throughout this series of six thematically linked virtual workshops, participants explored how Critical Race Theory impacts teaching and learning in MC classrooms. Faculty and staff are encouraged to attend one if not all sessions.

- *Creating an Inclusive Learning Environment:* When preparing a course or lesson, every educator hopes to maximize learning or impress the learner. The challenge is how to satisfy the broad range of expectations and/or needs that the learner will bring. There is abundant literature to show that most people learn best from an inclusive classroom, whether online or in-person. In this workshop, participants discussed evidence-based steps for creating an inclusive learning environment.

- *Exploring Decolonization:* Strategies for Teaching, Learning, and Engaging Students: Decolonization is the practice of dismantling the structures and practices that oppressed and robbed indigenous people of their freedom. But what does decolonization look like in Higher Education? What could it look like at Montgomery College? In this workshop, participants discussed the influence of colonization on past and existing instructional practices. Strategies were explored that promote understanding of decolonization and engage students' voices in learning.

- *Teaching Today for Tomorrow:* Many of today's students have grown up using different technology. Their learning preferences have changed, and their academic needs at times vary from previous generations. This conference discussed the role instructors play in preparing the next generation of workers and thinkers today for their future

Curricular Initiatives That Promote Cultural Diversity in the Classroom

Global Cultural Perspective (GCP): Students in Associate of Arts (A.A.) and Associate of Science (A.S.) programs will need to include one course designated as a GCP course from within the general education distribution areas for degree completion. These courses have a primary focus or provide in-depth study that leads students to an appreciation of the differences as well as commonalities among people, by studying the ideas, history, values, and/or creative expressions of diverse groups. This additional

designation was formerly called the Multicultural Requirement. Students may choose any course from the course list designated with a GCP designation to fulfill this requirement.

In FY23, there were 110 courses with this designation. This initiative was part of Montgomery College's strategic plan.

Co-curricular Programming for Students

For the 2022-2023 academic year, the Office of Equity and Inclusion, along with the divisions of Academic Affairs and Student Affairs, hosted over 25 co-curricular and cultural events, some of which are described here.

Ethiopian Coffee Ceremony and Ethiopian New Year Observance: During African Heritage Month in September 2022, Global Connections hosted a traditional Ethiopian Coffee ceremony at the Takoma Park/Silver Spring Campus. Students were shown how to build community by participating in this centuries old, ancient tradition. The ceremony featured traditional Ethiopian brewed coffee, Ethiopian cuisine, traditional snacks, and "abasha" bread. Chef Beth shared how the ceremony celebrates and sustains the Ethiopian communities around the world. She also explained the significance of special foods and traditions of the Ethiopian New Year.

Global Connections 2022 African Heritage Month—Self-guided, Hybrid Field Trip: "Ike Ude: Nollywood Portraits": During September 2022, students were able to explore this exhibit featuring multimedia artist Iké Udé's work where he used his camera to capture stunning images of the talented people who are in Nollywood, which is Nigeria's $3 billion film industry. According to reviews of Ude's work, "His photographs make a bold statement about the power of African identities."

MC International Creole Heritage Day Program: In October 2022, the MC Africa and Diaspora Heritage Committee invited the Haitian Creole Academy and KOMOLAK to present on the history of Haitian Creole and current language planning initiatives in Haiti and with the U.S. Haitian community. Attendees from the College and the community, who participated in the program, had an opportunity to learn the Haitian language, culture, music, and history.

Diversity, Equity, and Inclusion Reading List 2023: PACEI and MC Library staff created and released a list of over 35 books and resources that provide information for students to learn more about antiracism, equity, and inclusion, voting rights, immigration, social justice, and other crucial topics that affect the MC community.

MC Lunar New Year 2023 Celebration: Global Connections and the MC Asian Heritage Committee highlighted the lunar new year by featuring "Lunar New Year Fun Facts" for the College community during January 2023. Communications to the College community taught the significance of one of the most important social and economic holidays for millions of people around the world.

"Centering Black Resistance: A Black History Month Presentation": In February 2023, an in-person presentation was held at the Rockville Campus with a live- streaming via zoom for the Takoma Park/Silver Spring Campus. Several professors in the History Department highlighted the origins of Black History Month that focuses on this year's theme: Black Resistance. The presentation was followed by a lively Q&A session with the students.

F1/International Student Scholarship Information Session: The MC International and Multicultural Student Center and the MC Transfer Office partnered to host a virtual F1-Student Scholarship Information Session in March. Since it is exceedingly difficult for international students to find financial support to attend college in the U.S., staff connected these students with representatives from five four-year institutions that offered F-1 transfer scholarships. Students learned what is needed to maintain F-1 status, and what tax information and forms students need to file.

4. A description of emerging populations that are currently underrepresented in higher education.

Montgomery College has been designated a Hispanic Serving Institution (HSI) and an Asian American and Native American Pacific Islander Serving Institution (AANAPISI). These designations make MC a Minority Serving Institution (MSI). Montgomery College is the only HSI in Maryland and these designations provide an opportunity for the College to continue to enhance its efforts around diversity, equity, and inclusion and speak to the work the College has fostered within cultural awareness and diversity.

To promote cultural diversity in the classroom, Academic Affairs has focused on key areas including: working on pathways between credit and noncredit learners; adding a question on student course evaluations to reflect faculty's attention to diversity; inquiring about part-time faculty members' incorporation of diversity in their instructions as well as the faculty practices concerning student differences and respect for diversity; including wording for (an optional) "Diversity Is Our Strength" statement in the collegewide syllabus template; and ensuring that grade rubrics conform to discipline standards and standards to reduce bias.

5. Description of other initiatives central to the cultural diversity plan but not captured in other sections.

Montgomery College routinely identifies grant opportunities that may be available to effectively recruit and retain a culturally diverse student body:

As mentioned previously, some examples of these types of grants include the S-STEM and HSI IUSE grants. The goal of the S-STEM and HSI IUSE National Science Foundation grants is to help Montgomery College students achieve upward socioeconomic mobility. Funding from the S-STEM grant provides scholarships for students to cover their cost of attendance as full-time students in degrees leading to jobs with family-sustaining wages. In addition, as Montgomery College is now recognized as an HSI, funding from the HSI IUSE grant would provide the opportunity to identify, analyze, and breakdown barriers to STEM for Hispanic students. This grant would also provide additional customized support for students through mentoring, experiential learning opportunities, and peer support.
Academic Affairs worked with the Grants Office on several proposals that would specifically target underrepresented groups in STEM-related fields. The College has already been awarded a $7.6 million NIST (National Institute of Standards and Technology) STEM award, which will fund 250 undergraduate research internships each year for five years. This has already begun to have a tremendous impact on students who typically work as well as attend classes.

APPENDIX I

Montgomery College's Equity and Inclusion Roadmap to Success 2020-2025

APPENDIX II

Syllabus Statement

Faculty are provided the (optional) verbiage that they can opt to include in their syllabi:

“Diversity Is Our Strength

It is my intent that every student is well served by this course, that the learning needs of every student is addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit within our classroom as well as in the broader community.
It is my intent to present materials and activities in a safe space that are respectful of diversity: religion, gender, sexuality, psychological experience, ability/disability, age, socioeconomic status, ethnicity, race, language, immigration status, ideological perspectives, and culture. Your suggestions are encouraged and appreciated. Please share with me ways to improve the effectiveness of this course for you personally or for other students or student groups. In addition, if any of the assignment due dates conflict with your religious observances, please let me know so that we can make arrangements. (Adapted from the University of Iowa School of Education).

I also acknowledge that here in Maryland, we are on stolen land belonging to the Pocomoke, Choptank, Accohannock, Assateague, Nanticoke, Susquehanna, Powhatan, and Piscataway Native American peoples.”

Note: While not referenced in the report above, this appendix is required by MHEC per these instructions.

APPENDIX III

Identify 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.

Our 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. Our policies listed below focus on hate-based crime reporting which may have a direct impact on retention and recruiting.

Reporting Hate-Based Crimes

This section contains information concerning the process for reporting hate-based crimes, consistent with federal requirements as defined under Title 10, Subtitle 3 of the Criminal Law Article and consistent with 20 USC §1092(f) known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act ("the 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."[2]

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, and/or the director of employee and labor relations, and chief equity and inclusion officer. External law enforcement will be notified of the report and coordinate an investigation when deemed appropriate. The report will be recorded and retained by Public Safety and the resulting statistics will be printed in the College's Annual Security Report.

[2] Montgomery College Annual Security Report, January 1–December 31, 2022, prepared by The Office of Public Safety and Emergency Management.

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; Office of Compliance, Risk, and Ethics; Human Resources and Strategic Talent Management; under the leadership of the Office of the President. Policies are reviewed and adopted by the Board of Trustees and implemented through corresponding procedures, which are adopted by the President.

Montgomery College has taken several actions to ensure compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, as amended by the Higher Education Opportunity Act (HEOA), and all implementing regulations issued by the U.S. Department of Education (34 CFR Part 668.46). The College's Annual Security Report is prepared and distributed by the Office of Public Safety 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 law's requirements.

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.

MONTGOMERY COLLEGE **CULTURAL DIVERSITY REPORT**

MONTGOMERY COLLEGE

2022–2023

Cultural Diversity Report

A Roadmap for Ensuring and Sustaining Diversity in Our Community

PRINCE GEORGE'S COMMUNITY COLLEGE

May 2023

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2022 – 2023

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Student
President, PGCC NAACP

Mirian L. Torain
Associate Dean, Humanities, English
and Social Sciences

Dr. Paul Van Cleef
Academic and Career Advisor

In accordance with §11-406 of the Education Article, the governing body of each Maryland public college and university is required to develop and implement a plan for a program of cultural diversity. Each institution is required annually to submit a report to the Maryland Higher Education Commission (MHEC) detailing where progress has been achieved and areas where continued improvement is needed. The report below addresses the five major sections outlined in the reporting guidance.

Section 1: Summary of the Institution's Plan to Improve Cultural Diversity

Prince George's Community College (PGCC) has continued diversity, equity and inclusion initiatives for students and employees through the approved Diversity, Equity and Inclusion Plan. The Chief Diversity Officer provided oversight of the completion of the key actions in the College's plan along with the Diversity, Equity and Inclusion Committee. Progress on the objectives and action steps related to the goals were regularly reviewed. The FY2019-FY2021 Diversity, Equity and Inclusion Plan has been extended two additional years while a new plan is being developed. Annually, the Diversity, Equity and Inclusion Committee captures data, college-wide, related to diversity. All four goals presented in the Plan were completed.

Goal 1 was to attract and retain highly qualified candidates and students to create a culturally diverse college community. This goal will be discussed in the next section.

Goal 2 was to train and educate faculty, staff and students to create a culturally competent college community. All new employees are required to take the course entitled, Your Role in Workplace Diversity. The course assists employees with understanding and appreciating diversity in the workplace while developing a deep understanding of themselves and any existing unconscious biases. In addition to gaining a variety of useful strategies to deal with diverse situations, employees will discover how to become an advocate for diversity and inclusion within the workplace.

The Diversity, Equity and Inclusion Committee worked with Professional and Organizational Development to create an on-line diversity training series as well as other offerings which included Bridging the Diversity Gap, Acting with Diplomacy and Tact, Your Role in Workplace Diversity, Diversity – Overcoming Barriers, Harassment Prevention for Managers, Title IX for Higher Education, Harassment Prevention for Employees, Understanding Workplace Diversity, Preventing Harassment, Promoting Diversity and Avoiding Discrimination, Global Workplace Harassment Prevention for Employees, Harassment: Bystander Intervention for Manager, Harassment: Bystander Intervention for Employee. In addition, there were 80 instances where diversity was integrated into the learning experiences that were offered including bias training for search committees. These offerings continued throughout Academic Year 2022-2023.

Attendance increased in these trainings/inclusive conversations by 13%, which was more than the goal of 10%. Much of the increase can be attributed to utilizing the virtual platform for programming, as attendance improved for many college offerings held in this mode. It is also hoped that some of the increase is attributed to increased interest in topics related to diversity, equity and inclusion. For the conversation series, survey results have shown that additional knowledge/perspective was gained, that the virtual Zoom experience was suitable, and that participants appreciated having the opportunity to engage in dialogue. The participation in trainings and engagement in dialogue should lend to greater knowledge of issues of diversity and justice resulting in a more equitable and inclusive environment.

The Diversity, Equity and Inclusion Committee launched PGCC Diversity Week in 2021. Diversity week at Prince George's Community College (PGCC) was an annual celebration of diversity, equity, and inclusion for all constituents that raised awareness and helped to develop competencies for equity and inclusivity through a variety of program offerings. The theme for the College's second Diversity Week was " Diversity is a FACT. Inclusion is an ACT. Equity makes an IMPACT." In 2022, a decision was made not to sponsor Diversity Week 2023, as it is important that diversity, equity and inclusion programs and events be integrated throughout the year.

Monthly book displays and discussions by the staff in Library and Learning Resources are held featuring heritage months, civil rights activists and leaders, and people with disabilities, race relations, slavery, LBGTQA+, music, and health disparities. Adult Education and the Office of Student Engagement & Leadership (OSEL) regularly host trainings and programs for students.

Goal 3 was to identify learning experiences that are consistently offered to leaders where diversity and inclusion can be a part of the conversation and a measurable outcome. For this goal, Professional and Organizational Development ensured that there were conversations and learning exercises that focused on diversity and inclusion for all of the leadership programs that were offered.

Goal 4 was to examine alignment of the College's definition of diversity within academic course offerings. The Curriculum Subcommittee of the Diversity, Equity and Inclusion Committee has continued to discuss and develop ways to intentionally incorporate diversity, equity, and inclusion into the curriculum. Plans include adding inclusive language in all syllabi, promoting professional development training through the Teaching and Learning Center, increasing the number of courses that contain diversity, equity and inclusion as a learning outcome, and providing recommendations for ways to include it as part of program review.

The Diversity, Equity and Inclusion Committee also engaged the Administrative and Professional Staff constituency group in a dialogue that included several ideas for exposure to diversity throughout the curriculum. Ideas included infusion of diversity into the curriculum, support for faculty who wish to pursue inclusive teaching in the classroom, and providing additional supports in the classroom to help students overcome barriers. The committee will use the information gleaned from those conversations to aid in the development of the next Diversity, Equity, Inclusion and Justice Plan.

Section 2: Efforts to Increase the Numerical Representation of Traditionally Underrepresented Groups Among Students, Administrative Staff and Faculty

The College is committed to diversity and increasing the underrepresented groups within our workforce. The focus over the past several years has been on increasing the Hispanic and Latino populations to better reflect that of Prince George's County. The Hispanic/Latino (Spanish speaking) population is underrepresented within the faculty and staff, especially compared to the number of students who identify as Hispanic at PGCC.

Student Recruitment and Retention

The Office of Recruitment and Admissions has participated in a number of programs and initiatives to develop effective ways to recruit and retain diverse students within the country's school system with a particular focus on Hispanic and Latino students. In order to ensure a diverse and inclusive college environment, the office has led on and off campus recruitment efforts targeting underrepresented groups by attending job fairs, college fairs, and recruitment events with high populations of underrepresented students, and by providing bilingual support and resources to prospective students and their families. This has included a Hispanic Hotline, private school visits, Prince George's County Public Schools English Language Learner (PGCPS ELL) & International High Schools (Langley Park & Largo High Schools) student visitation and application drives, Maryland State Financial Aid Application (MSFAA) completion initiative for undocumented students, and cultural sensitivity training for the staff.

The staff has also begun translating several recruitment documents into Spanish for distribution to Spanish-speaking families, with the intent to translate many other relevant recruitment materials. The Virtual Student Services Center continues to provide support in English and Spanish. A welcome to the College outdoor display featured flags displaying "Welcome" in seven languages (English, Spanish, French, Farsi, Amharic, Chinese and Tagalog). Walk-in and appointment requests for support in the Office of Recruitment and Admissions can be requested in English and Spanish.

The office partnered with community-based organizations that work with underrepresented groups to increase awareness of and access to higher education. Members of the Recruitment and Admissions team led a training webinar for Chesapeake and Potomac Association of Collegiate Registrars and Admissions Officers members on the topic of Inequity in Technology Amongst Hispanic/Latino Students. They continue to host the Annual International Student College Fair (Formerly National Hispanic College Fair) for 500+ PGCPS ELL students. The staff worked with the County Executive's Office of Bilingual Latino Job & Resource Fair in collaboration with the PGCC Office of Equity, Culture, and Talent, providing bilingual support and participated in the Estudios a Su Alcance College Fair at University of Maryland. More than 100 Hispanic students have been assisted through the University of Maryland Educational Opportunity Center partnership.

Admissions access initiatives included Deferred Action for Childhood Arrivals status added to the undergraduate application, tuition assistance identified for eligible undocumented students, and eligibility screening of undocumented students for funding.

College and career readiness workshops are offered that highlight financial aid and scholarships specifically for underrepresented students. The PGCPS ELL & International High Schools' student visitation and application drives were conducted in English and Spanish. There were MSFAA completion initiatives for undocumented students.

As part of their community outreach programming, the Office of Recruitment continued to partner with the University Town Center and Laurel College Center on their open house programs. Underrepresented students attend classes at these extension centers in greater numbers than at the main campus.

Adult Education's English as a Second Language program is designed specifically for adult immigrants who do not have student visas. The program provides free English language classes to these students. Students in this program come from a wide variety of backgrounds, with many having limited literacy

skills in their first language. For those who need substantial literacy support, Adult Education provides literacy classes and individual tutoring. Additionally, non-native English speakers are eligible for free training and testing for state-recognized certificates including, Certified Nursing Assistant, Community Health Worker, Education, and Culinary Arts. In addition to the ESL program, Adult Education provides two low-cost high school credential options for students who have not graduated high school; General Educational Development and National External Diploma Program. Between these programs, Adult Education currently serves over 3,000 students per year. As things continue to rebound from the pandemic, that number is expected to increase.

Employee Recruitment and Retention

Talent Acquisitions continues to maintain professional relationships and subscriptions with the Higher Education Recruitment Consortium, the College and University Professional Association for Human Resources, Diverse Jobs.net, Chronicle of Higher Education, and HigherEdJobs. This allows the staff to reach women, minorities, veterans, and individuals with disabilities. The Chronicle of Higher Education reaches more than 2 million job seekers, and HigherEdJobs.com reaches more than 1.6 million higher education professionals.

The College acquired LinkedIn Recruiting as another form of talent solution to advertise the College's vacant positions and source for candidates. LinkedIn is crucial in our strategy to find active and passive job seekers to target and hire. The Talent Acquisition Team attended specific job fairs throughout the year aimed toward veterans and returning citizens. They participated in Prince George's County's first Bilingual Latino Job & Resource Fair. Additionally, they partnered with the College's Center for Innovation and Entrepreneurship, creating a pipeline of talent with their recent graduates.

The College remains committed to retaining its employees by offering programs and incentives designed to assist and recognize excellence. This includes, alternative work schedules, staff and faculty service awards, Dare to Excel (a program designed to recognize and reward employee excellence), constituency awards (peer nominated award), and a wellness e-newsletter.

Adult Education recruits staff and faculty who have expansive experience working with the population they serve. Many team members speak at least one language other than English, and recruitment efforts seek out multi-lingual candidates. As a result, Adult Education staff come from many different countries and speak many different languages. Staff languages include Spanish, French, Polish, Wolof, Sinhalese, Pali, Tamil, and English-based Creole. With over 100 faculty members, there is even more diversity among that pool.

Section 3: A Description of Efforts Designed to Create Positive Interactions and Cultural Awareness Among Students, Faculty, and Staff on Campus

Programs geared toward special populations of students provide a safe and supportive environment. The framework of the Women of Wisdom Program was built on providing a safe place for individuals who self-identify as women of PGCC to be their authentic self. Diverse Male Student Initiatives is an experiential, two-year program that helps men focus their energies on self-improvement and community involvement, and empowers them to assume leadership roles. Through interactive workshops, community engagement, resources and support services, these programs look for ways to amplify

underrepresented voices along with empowering students from marginalized communities. Vocational Student Support provides programming and services to all students enrolled in Career and Technical Education programs (or enrolled in the Associate of Applied Science degree programs), and engages in collaborative efforts with specialized groups to provide services designed to promote the institution's diversity, equity and inclusion initiatives.

The Office of Student Engagement and Leadership, student clubs, and the extension centers offered cultural diversity programs this year that allowed students to share and learn about other cultures, and engage in discussions about diversity, equity, and inclusion that impacts racially under-represented groups. Programs included movie screenings, a Holi Hindu Festival Celebration at the Laurel College Center, Women's History Month events, Hispanic Heritage Month programs, an Irish Heritage Celebration, and other heritage month programs. An Eid Al-Fitr celebration, as well as a Global Culture Fest was hosted at the University Town Center.

Since the 2020-2021 Academic Year, the Inclusive Conversation Series has included topics such as, Bridging the Gap: Police and Community Relations; Check in and chat for the 30 Days for Change Challenge; College Professional Development and Enrichment Day; Sharing your November and December Family Celebrations and Traditions; One Human Family: How Can We Get There; But...I Didn't Mean It Like That – Microaggressions; The Chauvin Verdict: Reflecting Back, Moving Forward; Identity and Belonging Amidst the Afro-Latin Community; Mental Health and People of Color; and The Strong Black Woman: How a Myth Endangers the Physical and Mental Health of Black Women.

To mark the seventh annual National Day of Racial Healing, the Truth, Racial Healing and Transformation Campus Center Team sponsored a virtual program featuring Dr. Gail Christopher. On this day in January, the American Association of Colleges and Universities called on higher education institutions across the country to engage in activities, events, or strategies that promoted healing and fostered engagement around the issues of racism, bias, inequity, and injustice in our society. Dr. Gail Christopher was the driving force behind the American Healing initiative and the Truth, Racial Healing and Transformation effort. On March 24, 2023, Dr. Christopher returned for a Q and A session.

The Teaching and Learning Center offered workshops for the faculty that included, How to Provide an Equitable Learning Classroom Environment; As Familiar as Breathing: Diversity, Equity, Inclusiveness, and Belonging for Students; Safe Zone Training; and Trauma-informed Principles.

The Annual Skill Enhancement and Enrichment Day was held for all employees during the fall semester. Workshops focused on diversity, equity and inclusion included, LGBTQ+ Crash Course; Striving for Equity and Embracing Inclusion for Students with Asperger's Syndrome at PGCC: A Parent's Viewpoint, Better Together, and Creating Classrooms Where Everyone Belongs.

Faculty have included teaching about various cultures in their classes. One faculty member was accepted to join the Stevens Initiative Funded IREX Global Solutions Conversation virtual exchange program in Fall 2022. She incorporated six live virtual exchange conversations with students and a faculty co-facilitator in Iraq into her COM-1010 remote course. During the spring semester, she and her COM-1010 students participated in the conversation series with counterparts in the Kingdom of Jordan. Another professor was awarded a Summer 2023 Educator Fellowship from the American Center of Research in Amman, Jordan. The fellowship is awarded to faculty for use of the Center's digital archives to develop

lesson plans based upon the materials. She will be incorporating the materials into her introductory geography class, adding a global perspective to the curriculum.

Rx Racial Healing® Circles were held. They were centered around activating local action to promote racial healing and racial equity through active listening and being open to the perspectives and experiences of others. The Racial Healing Circles have begun to create narrative change on a small scale as diverse groups of people have the opportunity to share their lived experiences and transform their understanding of one another.

Adult Education is an incredibly diverse unit, with students and employees from a wide array of backgrounds. Faculty receive professional development on engaging students' cultures and experience throughout the classroom experience. A fundamental part of Adult Education's andragogical framework is highlighting and celebrating students' diverse lived experiences. Students are encouraged to relate learnings to their experiences in their home countries, as well as their experiences as an immigrant in the US, or as a person who has experienced an educational journey that differs from the traditional.

Additionally, given that each classroom can have students from varied countries, socioeconomic backgrounds, religions, and linguistic groups, intercultural communication is both explicitly and implicitly taught throughout each semester. Outside of areas related specifically to Adult Education, the Director of Adult Education regularly provides Safe Zone trainings to the greater college community, and Adult Education staff are encouraged to provide training on additional areas of justice, equity, diversity, and inclusion as it pertains to their specific skill sets.

Section 4: A Description of Emerging Populations That are Currently Underrepresented in Higher Education

There are several underrepresented populations currently emerging at Prince George's Community College (PGCC). First-generation students rose from 18% in 2019 to 34% in 2022. A student is determined to be first-generation if neither parent is shown to have attended college on the FAFSA submission.

Students who are parents/caregivers are a fast-growing underrepresented group. Through grant funds provided by the Prince George's County Department of Social Services, PGCC offers assistance with textbooks, technical equipment, childcare, academic and housing fees, medical testing and legal fees.

While the College is excellent at serving Veterans, students who are active-duty are not represented or specifically served at all. Active duty students have been enrolled, but currently they are routed to the Veterans Office. There is a specific distinction that the College currently does not acknowledge.

Over the past three fiscal years, PGCC's credit student body included roughly 2% of individuals with a verified disability on file. These figures are from the S25 Report on Students Registering for Accommodations for Disabilities.

Section 5: A Description of Other Initiatives that are Central to the Cultural Diversity Plan

On October 7, 2021, the AAC&U announced the selection of PGCC as one of nineteen institutions to host new Truth, Racial Healing and Transformation (TRHT) Campus Centers. The College also received a $25,000 sub grant from AAC&U funded by the Meyer Foundation, and is partnering with the Prince

George's County Memorial Library System. This created an opportunity to promote racial healing, create programs that transform narratives, provide a space for shared experiences, and catalyze efforts to identify and dismantle structural barriers with respect to equity. The TRHT Campus Center is designed to inspire our community to reflect deeply, recognize and dismantle barriers to racial equity, and seek collective justice in Prince George's County and beyond.

In addition to the initial $25,000 grant, a second grant in the amount of $30,000 was received from the Greater Washington Community Foundation to support the TRHT work.

The TRHT Campus Center Team has made initial progress with pinpointing key leverage points for change, key stakeholders, and others who must be engaged in this work to eliminate racialized practices, systems, and structures. The team has facilitated focus groups with employees, including the Senior Team, students and student leaders, in order to ensure that they are engaged in this discussion about race and equity at the College, and to cultivate their investment in the TRHT Campus Center's work. The focus groups were facilitated and guided discussions to learn more about employee and student experiences at the College and to obtain feedback related to climate, racial equity, inclusion, and diversity. An external consultant was hired to conduct a qualitative analysis of the data. The results of the diversity questions on the Community College Survey of Student Engagement and the Race and Ethnicity Survey administered to students during the spring 2022 semester, will also assist with this work. In April, the HEDS Diversity and Equity Campus Climate Survey was administered to employees and students. The purpose of the data collection is to first identify and then address structural barriers to racial equity at the College. The TRHT Campus Center Team will connect back to the College community with the findings, and will engage them in the action steps that will be taken to eliminate racialized practices, systems, and structures.

The TRHT Campus Center Team, along with several interested faculty and staff members, received training in how to facilitate a Rx Racial Healing® Circle, and then participated in a circle along with the members of the Diversity, Equity and Inclusion Committee. The TRHT Team has offered Rx Racial Healing® Circles to the College community and to the staff of the Prince George's County Memorial Library System, to provide a compassionate and expansive forum for sharing personal truth to help begin the process of transforming hearts and minds through a facilitated dialogue. The Rx Racial Healing® Circle is centered around activating local action to promote racial healing and racial equity through active listening and being open to the perspectives and experiences of others. They have begun to create narrative change on a small scale as diverse groups of people have the opportunity to share their lived experiences and transform their understanding of one another.

On Tuesday, October 25, 2022, during the Skill Enhancement and Employee Development Day, the TRHT Campus Center Team provided a workshop titled, Creating Classrooms Where Everyone Belongs. The panelists shared how their teaching practices and creation of inclusive classroom environments generate a sense of belonging for our students.

Wor-Wic Community College

Report on Plan for Program of Cultural Diversity

FY 2022

This report will apprise the Maryland Higher Education Commission (MHEC) of Wor-Wic Community College's progress towards the implementation of its plan for cultural diversity. Under section 11-406 of the Education Article, the governing body of each Maryland public college and university is required to develop and implement a plan for a program of cultural diversity. Wor-Wic Community College's plan is a five-year plan and was approved by its Board of Trustees in June 2022 (see Appendix).

Wor-Wic embraces the value of diverse racial, cultural, economic, and ethnic groups. The college continues to ensure progress towards the implementation of its cultural diversity plan through inclusive events, activities, coursework, and practices.

Wor-Wic's Plan to Improve Cultural Diversity

Wor-Wic's plan for cultural diversity focuses on three areas: addressing cultural competency among students, faculty and staff, enhancing cultural diversity at the campus and finding the resources necessary to recruit and retain underrepresented groups. The goals for each area as well as progress to date are detailed below. Each goal has several strategies to ensure achievement in each area (strategies are in the Cultural Diversity Plan FY 2022-2027 contained in the Appendix). Progress for each area is being measured by the college's assessment process, including service area assessments that measure progress in the college's non-academic areas.

Addressing Cultural Competency

Goal 1: Formalize the college's commitment to cultural diversity through enhancing the cultural diversity committee's membership and competencies to strengthen its advisory capacity to the college.
Goal 2: Demonstrate cultural competence of students and staff through appropriate institutional assessment instruments.
Goal 3: Provide a safe, nurturing, and open campus environment for the LGBTQI community.

Progress to Date: The college addressed its commitment to cultural diversity by including diversity, equity and inclusion in the newest iteration of the college's strategic plan that was approved by the Board of Trustees last year. To help with its facilitation, the strategic planning committee for the DEI priority and the Cultural Diversity Committee were merged into one unit. This enhanced the group's membership and ensured that committees were not working at cross purposes.

Professional development was utilized to make progress on demonstrating cultural competence including virtual training through human resources. Presentations and workshops were held throughout the year to improve the cultural competence of faculty and staff.

While Wor-Wic provides a safe, nurturing and open campus environment for the LGBTQI community, specific initiatives were not brought forward in year one of this five-year plan.

Enhancing Cultural Diversity at the Campus

Goal 1: Develop diversity and cultural competence among college employees through comprehensive and sustained education and training.
Goal 2: Develop diversity and cultural competence among students in courses, student engagement programming, and other learning opportunities.
Goal 3: Increase staff and faculty participation in cultural diversity events.
Goal 4: Investigate partnership models to support mentoring opportunities for current and future students from underrepresented groups.
Goal 5: Explore educational experiences for youth in the college's service area to visit the college and participate in diversity, equity, and inclusion experiences.
Goal 6: Increase outreach and community engagement in diversity, equity, and inclusion events at the college.

Progress to Date: The college hosted many cultural diversity events in FY 2022, the first time since the pandemic that a full slate of events was held. Participation increased this year but did not return to pre-pandemic levels. Events were held each month and included the following:

September - International Festival
October - Latin American Book Discussion
November - International Student Presentation
December - International Holiday Celebration
January - Updating International Flags in the Student Center; International Student Presentation
February - African American History Month Book Discussion, Lecture Presentations
March - Women's History Month Presentation; Irish-American Heritage Presentation
April - National Poetry Month Presentation with a Minority Writer; LGTBQI Presentation
June - Juneteenth Presentation

The college also hosted a diversity day event for employees and students. This was an opportunity to bring people together to hear a keynote speech about diversity and participate in panel discussions on a ranger of DEI topics.

In addition, the college hosted sixth through ninth grade youth from our service area to participate in the summer Horizons Delmarva program. The program is an opportunity for youth from marginalized communities to spend the summer at the college and to receive further education in English, math and the arts. Wor-Wic manages a grant from the Maryland State Department of Education to fund the summer program.

Other goals in this area will be worked on in years two through five of the plan.

Resources Needed to Effectively Recruit and Retain Students

Goal 1: Examine the numerical representation of traditionally underrepresented groups.
Goal 2: Identify best practices to improve the academic success and retention of culturally diverse students

Progress to Date: The college continues to seek state, local, and private grant-funding sources to enhance all institutional initiatives, specifically support that will strengthen instructional services, equipment, and programs for underrepresented student populations, such as learning-disabled, first-generation college, racial and ethnic minorities. Wor-Wic has been awarded U.S. Department of Education grants that focus on student success and retention. Currently, the college has two Title IV funded educational programs, TRIO Student Support Services and TRIO Veterans Upward Bound (VUB) to serve its first-generation, economically disadvantaged, learning-disabled students, and veterans.

In addition, funds were received by the Wor-Wic Foundation in FY 2022 that assisted students of color and other marginalized students. The funds were used to assist students with emergency assistance, to help non-traditional students complete their education and to award students of color with financial assistance for participating in the college's Men of Color initiative.

Efforts to Increase Numerical Representation of Traditionally Underrepresented Groups

Efforts Regarding Students

The admissions and outreach department has increased its participation in a variety of community events to provide community members with college resources, support, access and a sense of unity and compassion while meeting them where they are. To date, a college representative has spoken with hundreds of attendees at county fairs, community resource events, job fairs, on-site recruitment and enrollment coaching at the high schools, on-site dual-enrollment registration at the high schools, PTA Nights, FAFSA nights, Maryland Promise Night, and participation in English Language Learning (ELL) nights. ELL nights were specifically held for speakers of other languages, non-profit agencies, middle schools and agencies that work with at-risk youth.

Wor-Wic has also been very engaged in the past year with the Haitian and Latino communities in Wicomico County. Opportunities to speak at community events, set up tables at community fairs, and become engaged with this community are a priority for the college.

In addition to supporting events with community stakeholders, Wor-Wic hosts its own community events which include an egg hunt and Halloween-themed event to bring community members, including many from disadvantaged backgrounds, to campus. The college also hosts tours for high school students and other community members that have indicated they are interested in pursuing an education at Wor-Wic.

The director of admissions and outreach is a member of the homeless advisory alliance counsel and holds information sessions within area homeless communities. Additionally, the department hosts bi-weekly table set-ups at the Re-Birth and Hope Resource Fairs-specifically to assist in the recruitment of people of color.

Finally, the college receives funding through MSDE, via the Carl D. Perkins Grant, to support students from special, underserved, underrepresented, and non-traditional populations enrolled in its career-oriented programs such as allied health, business, criminal justice, culinary arts, electro-mechanical technologies, emergency medical services, hospitality management, HVACR and welding.

Efforts Regarding Employees

The human resources department uses a combination of recruiting tools to attract people of color to apply, including 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 media sites such as Facebook and Twitter using targeted campaigns. The department also uses affirmative action emails through higheredjobs.com, which reaches more than 330,000 job applicants of color.

For FY 2022, 34% of applicants who self-disclosed their race identified as minority. According to the U.S. Census Bureau (2021), 40% of Wicomico County is represented by minority groups and 20% of Worcester County is represented by minority groups. The office of human resources continues to be successful at ensuring a diverse applicant pool. This year, the number of minority applicants interviewed for each search is being tracked; it will be helpful to review this data to affect future change.

The human resource department's focus remains on diversity throughout the recruitment process including ensuring that:

- language emphasizing diversity is included in all employment advertisements and on the recruitment website;
- all job applicants are required to answer a diversity question in their application;
- student- and customer-serving positions have a skills preference for bilingual English/Creole; and
- search committees must meet the diversity requirements established in the college's policies and procedures manual.

To ensure that all laws regarding discrimination and sexual orientation are followed, new employees are required to complete Title IX and sexual misconduct training during their first week (typically their first day) of employment and Title VI training every two years. Other courses offered include online implicit bias and microaggression awareness training and an in-person Safe Zone Certification Training that focuses on inclusion, the appropriate use of pronouns, terminology and language; avoiding micro-aggressions and unintentional exclusionary behaviors; and fostering an atmosphere of civility and mutual respect.

Finally, Wor-Wic's credit and non-credit students may formally request to be called by a preferred name by using a "change of name" form or make the request during the admissions process. This is a new procedure for the college. Furthermore, the gender question on the admission application has been expanded to include the following options: female, male, another gender and prefer not to answer. Preferred student names will be included on student ID cards, class rosters and any communications that do not require a legal name. Students should verbally be referred to by their preferred name. Legal names will still be stored in these systems and used on transcripts (official and non-official), enrollment verifications, financial aid and other payment, payroll and tax documents.

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

The college's Cultural Diversity Committee regularly hosts presentations, webinars, workshops, and activities for students, faculty and staff designed to foster awareness about diverse cultures and emerging cultural issues.

All faculty are required to serve in some capacity on a committee or college board. In these roles, they either participate in and earn a certificate in a DEI course, such as Space Spaces and Safe Zones training, or complete professional development. Professional development includes learning to create course modules specific to diversity and inclusion in their field, receiving sensitivity and competency training in other cultures, learning to work with marginalized populations, learning how to use appropriate pronouns, avoiding microaggressions and exclusionary behaviors, and fostering an atmosphere of civility and mutual respect.

Several administrators, instructors, department heads and deans have earned continuing education credits by completing courses in implicit bias, educational equity, effective communication skills, appreciating physical differences, and value-based behaviors. Nursing faculty have completed the following courses for certification and license renewals: Safe Zone Training, The Culture of Learning and Diversity Curriculum and Evaluation Processes for the NLN CNEA accrediting body, and Implicit Bias for RN license renewal.

The college believes that multicultural development should be continuously incorporated into the curriculum, allowing students and faculty to consistently learn about other cultures. This includes having students conduct research that provides information on child development, social economics, and the psychology of people in other cultures. Cultural diversity is included in facets of study and research such as book reviews, communicating across cultural barriers, creating accommodations for working with "exceptional" populations, such as those with disabilities, and creating a collection of resources for sharing, lending, and distributing.

Emerging Populations that are Currently Underrepresented in Higher Education

According to the Hechinger Report, a newsroom that solely reports on trends in higher education, a student's race and ethnicity directly affect their chances of earning a college degree. Though the majority groups - White, African-American, Hispanic, and Asian-American enroll in college, only White and Asian-Americans are likely to earn a degree. In January 2023, the National Student Clearinghouse, reported that college campuses are "becoming less white and more Hispanic." In February 2023, it was reported that community college enrollment increased for Hispanic and Asian students.

At Wor-Wic Community College, the emerging populations of credit students hail from Haiti, Mexico, Nigeria, and Sudan. Emerging populations of non-credit students are from Haiti, Honduras, Mexico, and the Dominican Republic. These populations are recruited by the college and the college has specific resources to assist these students.

Description of Other Initiatives Central to Cultural Diversity

In addition to the college's Plan for Cultural Diversity FY 2022-FY 2025, Wor-Wic has also included diversity as a major component of its strategic plan. Wor-Wic has integrated into its board approved 2022-2027 strategic plan a new vision statement that seeks community

partnering with diverse communities: “Wor-Wic will be a dynamic leader partnering with the diverse communities of the Lower Eastern Shore to develop a world-class workforce and deliver excellence in education and training.” Further, the strategic plan identities four strategic priorities which includes a priority promoting diversity - “Nurture and actively promote diversity, equity, and inclusion among students and employees.”

The strategic plan also includes seven institutional values, and one value defines diversity as “embracing all people, ideas, and experiences by creating an inclusive, equitable, safe, and supportive environment.” This strategic plan, and the incorporation of specific diversity references in its vision, strategic priorities, and values, is a crucial step in institutional changes necessary to advance our development and truly prepare students and employees for the future.

ANNUAL CULTURAL DIVERSITY PLAN 2023

REPORT

Submitted to:

Maryland Higher Education Commission

September 1, 2023

Section 1: A summary of Morgan State University's plan to improve Cultural Diversity initiatives and efforts for students, faculty, and staff.

Diversity is a Core Value at Morgan State University (Morgan) where students, faculty, and staff are encouraged to embrace diversity, support each other, and create a community of belonging. Morgan embraces cultural diversity in its broadest sense. Its diversity efforts focus attention on 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 Board of Regents approved a 3-year Cultural Diversity Plan, effective from 2022-2025. This multi-year Plan enables Morgan to comprehensively benchmark its successes and areas for improvement. The first intentional step towards embracing diversity is bringing awareness and building knowledge. A notable improvement, evident by positive feedback, is the return to in-person training sessions and educational activities where engagement has been more robust than in virtual environments. From August 2022 to August 2023, the Office of Diversity and Equal Employment Opportunity has conducted over thirty (30) trainings on cultural competency, sexual harassment prevention, reasonable accommodations for disabilities, pregnancies, and religion. Additionally, a campus-wide training on recognizing unconscious biases is slated to occur in January 2024.

Morgan has also found success by using a multi-prong approach to promote diversity and inclusion throughout the campus, instead of having one university official or office responsible for its cultural diversity initiatives and efforts. A notable example is the Counseling Center, which has updated their demographic forms and webpage to include language and resources that are culturally diverse and inclusive. This year, the Counseling Center will create a subpage on their webpage for celebrating diversity. Similarly, the Office of Student Disability Support Services (SDSS), a valuable resource for students with health conditions and impairments, has increased its visibility by educating the community at orientation programs for students and faculty. Presentations on cultural diversity and healthy relationships were provided to student-athletes as well as conditionally admitted students who visited the campus in Summer 2023. SDSS also provided training to the staff in the Office of Financial Aid on ways to promote disability resources and create disability and accommodation awareness. This was the first time such training was provided but is now scheduled to be provided on a continuing basis.

Section 2: Morgan's efforts to increase the numerical representation of traditionally underrepresented groups among students, faculty, and staff.

What makes Morgan's contributions to global engagement truly unique is its research on the impact of global engagement on marginalized students. The research being conducted is filling a major gap in research on globalization that seldomly captures the experiences of Black, Indigenous, and People of Color (BIPOC) students who are frequently excluded from such opportunities. In 2023, several Morgan faculty members contributed to a book about study abroad programs by sharing their experiences in implementing these programs and researching their outcomes. The contribution appears in a chapter entitled, "Our Commitment to Study Abroad and Lessons Learned: The Advancement of Study Abroad at Maryland's Preeminent Public Urban Research University," in *The Half Yet to Be Told: Study Abroad and HBCU's*. Morgan faculty also edited the book, *Reimagining Internationalization and International Initiatives at Historically Black Colleges and Universitie*s, published in 2022. Other notable successes are as follows:

- Virtual Exchanges: The Spanish program at the department of World Languages and International Studies has offered ten virtual language exchange components since 2020. It has involved three different countries: Colombia (Universidad Tecnológica de Bolívar), Mexico (Universidad Nacional Autónoma de México), and Spain (Universidad de Castilla La Mancha and Universitat Politécnica de Valéncia).
- Morgan faculty has participated in the HBCU-CCYK program, a blended international program that connects HBCUs and Colombian universities. This program's priority is to raise awareness, build bridges, and strengthen identities beyond borders through internationalization of students and faculty.

Section 3: Morgan's efforts designed to create positive interactions and cultural awareness among students, faculty, and staff.

Student Affairs

The Counseling Center continues to expand access to Mental Health Resources for students by procuring UWILL, a third-party tele-therapy service that offers crisis counseling 24/7 to students 7 days a week and during campus breaks. A Satellite Counseling Center has been established in a newly built residence hall, and a counselor specifically for student-athletes has been hired.

The Mental Health Task Force was integrated with the University Health and Safety Committee (formerly Covid Task Force) to take a comprehensive approach to addressing **Health, Safety and Wellbeing (HSW)** at Morgan. The goals of the HSW Committee will continue to promote mental health literacy, along with environmental and physical health and safety. The HSW Committee continues to promote Mental Health First Aid training to faculty, staff, and students. To date, close to two hundred faculty, staff, and students have been trained in mental health first aid to recognize the signs and triggers of mental trauma so that they can make the proper referrals to campus resources.

Bear Team Case Management

The BEAR Team is a collective of University officials assembled to address and support student concerns with an eye towards creating belonging and self-sufficiency. Unite Student Affairs and Academic Affairs is a collaboration to embed cultural diversity awareness, community engagement, and respectful interpersonal techniques between students and faculty to create an inclusive, respectful learning environment. Academic and Student Affairs continued to support the Student Government Associations advocacy to preserve and support the designated Wellness days each semester. "Get Moving Morgan" and "You Matter" are activities hosted by the Provost's Office that support faculty and staff wellness activities.

Faculty and Staff Institute

This year, the Institute hosted several presentations with Academic and Student Affairs professionals to address co-curricular engagement initiatives that promotes a sense of belonging on the campus and destigmatized disability services to support students on the campus.

Efforts to reestablish LGBTQ+ Advisory Council will be relaunched this year with the goal of recommending the establishment of a University Commission on Diversity to further expand the work of DEI initiatives. Membership on the Commission will include representation from Academic Affairs, Student Affairs, Human Resources, Athletics, Finance & Management, Student Government Association and Graduate Student Council.

Other Accomplishments

Morgan is also dedicated to improving its Campus Pride Index Score to demonstrates our efforts to be a "LGBTQ+ friendly campus," including, but not limited to, continuing its annual celebration of International Transgender Day of Visibility with a day of programs and initiatives known as "A Day in Their Shoes."

The following includes other intentional steps to respond to our culturally diverse community:

- Continue to recognize religious holidays, i.e., Ramadan, Diwali, Hanukkah, to create a sense of awareness on the campus.
- Continue to work with food services to develop protocols to support students with special religious dietary needs.
- Continue to provide leadership development opportunities for LGBTQ+ organizations on campus such as Students Open to Unique Love (SOUL).
  Support the goals and visibility of all campus organizations regarding gender, race, ethnicity, sexual orientation, gender identity, and religion.
  Ensure that students have access to the University Chapel to support their spiritual development.
  Ensure the chapel is open on Fridays for Jumaat Prayer.
  Create "serenity spaces" on the campus to provide places where students and employees can have quiet reflection time on the campus.
  Continue to identify students eligible for Morgan's established scholarships to support undocumented students, including those with Deferred Action for Childhood Arrival (DACA) status.
  Continue to support Initiatives of "UndocuBear" Student Organization
  Increase housing and food resources to meet the basic living essentials of Morgan's community members.

Morgan recently opened a 672-bed residence hall and expanded options off campus for students. Plans to open another 600-bed facility are underway for fall 2024. Refurbishment plans of legacy residential buildings are underway with plans to return two hundred beds for occupancy in 2024 and renovate another 220-bed facility in 2025. Further consideration is being given to demolishing a 220-bed legacy building and rebuilding, adding 200-300 new beds to expand on campus inventory. Future plans also call for expanding housing to support graduate students off campus on the site of newly acquired property.

The Food Resource Center hosted a University wide Wellness in Action Day to promote mental wellbeing, fitness, and good nutrition during our wellness day this year addressing food insecurity issues amongst the student population. The Food Resource Center is continuing to seek partnerships to support students and employees as needed. Current plans include a partnership with external organizations to host a "Swipe-Out Hunger" program by providing food swipe cards for students that reside off campus and do not have meal plans. In addition, plans are underway to partner with the external food producers.

Division of International Affairs
International Diversity at Morgan

The Division of International Affairs and the Division of Academic Outreach and Engagement, contribute directly to international diversity at Morgan.

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 has established over thirty international relationships in Nigeria, Ghana, Kenya, Ethiopia, Tanzania, South Africa, Brazil, Finland, China, France, United Kingdom, Honduras, Botswana, India, Mexico, Senegal, Peru, Saudi Arabia, Nepal, and Trinidad and Tobago. Morgan currently enrolls approximately 450 international students from over twenty-five countries. DIA is currently in discussions with several international student recruitment agencies to sign an agreement that will increase the recruitment and enrollment of international students from the Eurasia region (India, China, South East Asia, Eastern Europe, Turkey)

The Division of International Affairs that support international diversity at Morgan are listed below:

- Office of International Student and Faculty Support Services (OISFS).
- Office of Global Partnerships-Africa (OGP-Africa).
- The Center for Global Studies and International Education.
- Office of Global and Cross-Cultural Programs (OGCCP).
- Office of Study Abroad.
- Fulbright Scholarship Program.
- J-1 Exchange Scholar and Visitor Program.

The **OISFS** is charged with meeting the administrative, advising, and programming needs for the nonimmigrant students, staff, and faculty at Morgan. Services provided by the Office of International Student & Faculty Services include: orientation programs for new international students including but not limited to: Immigration information workshops; 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 for international faculty and staff members.

The **OGP-Africa** has focused on developing signature agreements aimed at sustainable increase in sponsored students from West Africa through its partnership with the Tertiary Education Trust Fund (TETFund) from Nigeria. It is in light of this mandate that the recruitment of diverse groups of students and postdoctoral fellows with diverse backgrounds and disciplines is pursued. The mentoring of the diverse number of students and postdoctoral research fellows is focused on experiential learning and research, with activities in and outside the Morgan space. OGP-Africa organizes virtual brown bag seminars with a mantra of borderless diversity and outreach. In brief, opportunities are created for all adding value to retention, graduation and sustainable alumni groups of international students and postdoctoral researchers.

The **OGCCP** creates an academic and social global community that offers students, faculty, and staff a gateway to worldwide opportunities beyond borders. OGCCP supports and develops global classrooms engaging faculty, international and domestic students by Virtual Exchange (VE) and Collaborative Online International Learning (COIL). The office organizes International Education Week each year as a connecting point for all students and faculty to expand their knowledge, meet, and find commonalities regardless of race, sex, culture, religious or political beliefs. OGCCP also supports the newly formed "One Trybe" student organization which was recognized by the Office Student Affairs in Spring '22 has increased its membership by more than one hundred students in one year. The One Trybe slogan is "Unity in Diversity," and it focuses on connecting international and domestic students studying at Morgan for the purpose of cultural exchange, building friendships, and experiencing Baltimore City. The organization enhances and encourages student engagement outside of the classroom by hosting dinners, picnics, debates, games nights, and volunteer activities. During the 2022/2023 academic calendar year,

the organization organized more than eight campus wide events that have attracted more than five hundred domestic and international students, and faculty and staff members.

The **Fulbright** program started at Morgan in 1951 with the appointment of its Fulbright Program Campus Director. Morgan has long been first among all HBCUs in the number of Fulbright-related grants awarded to students, faculty, and administrators. It has been awarded 149 Fulbright-related grants in forty-four countries to students, and seventy-five to Morgan professors or administrators. That is the reason it was listed among the 2022–2023 Fulbright HBCU Institutional Leaders by the U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA) for the third consecutive year. During the 2022/2023 academic calendar year, Morgan received one Fulbright "International Education Administrators" (IEA) Award to France, and a "Fulbright-Hays Group Projects Abroad" (GPA) to Colombia. Morgan's 6th fully funded Fulbright GPA program is a record among all HBCUs.

Student Disability Services (SDSS)

SDSS is instrumental in the successful inclusion of students with health conditions and learning impairments. The Office has increased their social media presence with continuing the Canvas page for students. In addition, the Office has an Instagram page which shares valuable information and recently completed videos for the newly established YouTube page.

SDSS was part of a panel discussion for the Fall Faculty Institute and gave a presentation for New Faculty Institute. SDSS has collaborated with other departments on different initiatives, including working with the Counseling Center to create a holistic Wellness Statement for faculties' syllabi. Student Disability Support Services (SDSS) hosted the White Cane Day on campus in the Fall of 2022. The day included various presentations to promote the independence of individuals with visual impairments or who are blind and even a cooking demonstration with the assistance of Morgan's Food Resource Center. There were other demonstrations from local agencies and resources in the community. SDSS hosted the state-wide meeting for MD AHEAD, an organization for disability support offices throughout Maryland campuses. Individuals throughout Maryland came to Morgan's campus to hold a day of training with various speakers. SDSS will be hosting a mental health awareness day in September 2023 which will be a collaboration with the Counseling Center to promote tools and education regarding mental health. SDSS also works with the student organizations to ensure the student voices are heard. SDSS is collaborating on an accessibility review of the campus with students leading the initiative. SDSS works with Morgan's construction officials to review recent plans for building renovations to ensure inclusivity and accessibility and address any concerns.

Section 4: Morgan's effort to represent emerging populations that are currently underrepresented in higher education.

The Women, Gender, and Sexuality Studies Program (WGST)

The mission of WGST Program is to educate Morgan 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, and to provide analytical frameworks for the examination of gender, race, ethnicity, class, and sexuality. The program values and recognizes that gender, race, class, ethnicity, age, sexuality, and nationality are crucial aspects of identity and can best be understood primarily through their intersections. The issues of

feminism studied are expressed by American, African and Diaspora women. The Program's mission and vision are achieved via its course offerings and its extra-curricular programming.

During the academic year 2022-2023, the program offered 5 WGST 201 courses educating 121 undergraduate students from various disciplines across Morgan. Additionally, WGST 301 enrolled 104 students from disciplines across the University.

Diverse extra-curricular programming included:

October 3, 2022	"Afro-Cuban Resistance" presented by Dr. Amalia Dache
October 7, 2022	A Reading and a Discussion of *MS Chloe* presented by A.J. Verdelle
October 13, 2022	"Moroccan Women" presented by Dr. Ahlam Lamjahdi
March 2, 2023	"Senegalese Women" presented by Madame Marie-Pierre Mbaye-Myrick
March 9, 2023	"She Took Justice: What Are You Fighting For?" presented by Dr. Gloria J. Browne-Marshall
March 22, 2023	Film Screen of Madan Sara follow by a panel discussion on Haiti
March 24 -26, 2023	Morgan students, staff, and faculty travel to Charleston, SC to see a performance of *Septima*, a play place on the life of civil rights activist Septima Poinsettia Clark
March 31, 2023	"A Day in their Shoes": A Presentation on the Pride Center of Baltimore

St. Mary's College of Maryland
Cultural Diversity Report 2023

The mission of the Division of Inclusive Diversity, Equity, Access, and Accountability (IDEAA) is to lead campus-wide efforts to create and sustain policies, initiatives, and resources to ensure that St. Mary's College of Maryland is a welcoming, transformative, and empowering institution where all students, faculty, and staff can thrive. IDEAA has continued working with different campus units to create opportunities to support the recruitment and retention of diverse student, staff, and faculty populations.

Section 1: Cultural Diversity Plan for 2023-24.

SMCM focuses on serving a diverse student and employee population through infusing inclusion, diversity, and equity into all aspects of SMCM. The diversity and inclusion related objectives in the plan follows along with a timeline and suggested funding sources. To have meaningful and impactful results, IDEAA must establish a presence in every office, program, and function at the institution. DEI can no longer be viewed as an "office" within the institution, but rather a conscious thought/consideration in every task we do. Support for diversity and inclusion must be fully embraced by all members of the College. Training for all, programming that represents every constituency, and institutional support for these areas will clearly demonstrate St. Mary's College of Maryland's commitment to cultural diversity.

(a) Goals

Goal 1: Create an innovative, distinctive and competitive academic identity that attracts and retains talented students, faculty and staff: The College will identify potential opportunities to include research-driven holistic wellness in, but not limited to, coursework, personal growth, professional development, and develop DEI concepts into the current curriculum. SMCM will increase diversity among the student body and create curricular and programmatic offerings that are attractive and innovative. The College will further develop resources for all students especially those with physical limitations, those who come from low income families, those who are first generation, and those who are neurodiverse. In addition to enhancing the academic and social integration of students in the campus and world environment, SMCM will provide leadership and professionalism opportunities for faculty, staff, and students.

Goal 2.: Empower all students for success: We will engage students in a rigorous, experiential, flexible, and innovative academic environment that capitalizes on our unique geographical location. In doing so, the campus will create a system for developing additional academic opportunities, offerings, and support that will include a long-term plan for institution-wide DEI efforts in these areas. In particular, IDEAA will focus on collaborating with other campus units to offer workshops, outreach, and communications to reflect the evolving diversity landscape. SMCM will increase the four-year graduation rate for historically underrepresented and/or marginalized students and close the current achievement gap in all areas including race/ethnicity and gender.

Goal 3: Build a sustainable, vibrant and diverse student body that exemplifies an inclusive institution: This will be done by attracting and retaining a diverse student body who achieve

excellence across the liberal arts in a variety of disciplines. This will be partially accomplished by promoting a community and academic environment that embodies the principles of diversity and inclusion and reflects the increasing racial/ethnic demographic diversity of the state of Maryland. SMCM also will increase its efforts to recruit diverse students beyond the state borders. We will expand efforts to create an inclusive environment that values and optimizes the strengths of a diverse campus and as a result will help everyone thrive. The College will make the current Policy Equity Review Committee (PERC) a permanent free-standing committee. PERC will ensure campus policies and procedures are equitable through a systematic and ongoing review process and it will catalog all public facing policies in a consistent and reliable website.

Goal 4: Become a sought-after and engaged community resource: To accomplish this, SMCM will promote inclusion, diversity, and equity between the campus and the local community as well as the broader community. This will be accomplished via increased initiatives and opportunities along with targeted engagement on campus and in the community with the surrounding diverse communities. Targeted work will be done to provide integrated opportunities for all campus and community members regardless of age, race, ethnicity, gender or any other protected class. We will create community based seminars, workshops, and certifications for faculty, staff and students as well as similar opportunities for the local community to obtain certification in a variety of areas including those related to DEI.

(b) Campus Statement of the Process for Reporting Hate-Based Crimes4

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.

(c) Timeline and Funding Sources for the 2023-24 Plan

The plan being presented is one that can be implemented immediately with work already discussed or begun in several areas. Completion of most of what is outlined can certainly happen during the one-year period. Some of the goals will be ongoing and will require updates and modifications as the implementation progresses. Close monitoring of progress made (and setbacks should they occur) will be part of the simultaneous evaluation process that will accompany this work. These goals will certainly be supported by existing College resources and will be augmented by additional financial resources from the College. However, state and federal grants as well as other outside sources of funding will be required to fully achieve the overarching goal of recruiting, retaining, and graduating a culturally diverse student population.

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

The College has continued working to create opportunities and enhance the recruitment, retention, and support of diverse student, staff and faculty populations. Through these actions, SMCM is working toward ensuring that the campus is inclusively diverse and supportive.

(a) Students

	FA17	FA18	FA19	FA20	FA21	FA22
Entering first year class who identify as historically underrepresented racial groups (Goal: 33%)	27%	25%	33%	31%	30%	31%
Entering first year class from first-generation households (Goal: 20%)	25%	21%	23%	25%	21%	25%
Entering first year class receiving Pell Grants (Goal: 20%)	20%	17%	22%	23%	18%	19%

Table 1. Characteristics of entering students, Fall 2017 through Fall 2022

DeSousa-Brent Scholars Program

The DeSousa-Brent Scholars Program (DB) continues to strive to meet the State-legislated graduation metrics defined in the grant requirements. The previous 10 months has witnessed a change in program leadership with the goal to better achieve the state metrics. Our current first-year cohort (2022) is made up of 61 first-year students, the largest incoming group of DB scholars to date. This aberration was the result of the late addition of students from the DC-CAP (see below). The current retention rate for the 2022 cohort (first-to-second semester) is 94.9 % with encouraging trends beginning to surface for all DB scholars..

D.C. College Access Program (DC-CAP)

The College entered Memoranda of Understanding with DC-CAP and Dream.org to bring students to SMCM. The Fall of 2022 welcomed the initial DC-CAP cohort (six students). These students are required to participate in the DeSousa-Brent Program. The transition for half of the group has been fairly successful as several of the students have become quite engaged in leadership roles on campus. A couple of the students have struggled with the remote/rural nature of the College and furthermore have not done as well academically. All of these students have been afforded mentoring and constant guidance and advice.

Sum Primus

The first-generation student-focused program, *Sum primus* (Latin for "I am first") has been transformed into a four-year program. The program seeks to increase retention and four-year graduation rates for students who will be the first in their immediate families to graduate from a four-year degree program. Eight students were welcomed with a brief residential program prior to the start of the Fall semester. Three of the eight students also joined the DB program. All students have received mentoring and additional guidance and support.

National Hispanic Institute

In July of 2022, the College hosted the National Hispanic Institute with its 250 high school students from the US, Central America, and South America for their inaugural visit to St. Mary's College. This week-long youth leadership experience featured legislative sessions and skill building. Featured during their visit was a college fair as well as opportunities to fully explore the SMCM campus. As a result of a successful experience, the program will be returning to the College this summer.

(b) Staff and Faculty

	FA17	FA18	FA19	FA20	FA21	FA22
Percent of all full-time tenured or tenure-track faculty who identify as historically underrepresented racial groups (Goal: 33%)	17%	16%	14%	15%	18%	19%
Percent of newly hired full-time tenure-track faculty who identify as historically underrepresented racial groups (Goal: 33%)	43%	0%	0%	–	57%	33%
Percent of all full-time staff who identify as historically underrepresented racial groups (Goal: 33%)	27%	29%	27%	27%	30%	27%

Table 2. Characteristics of Full-time Faculty and Staff, Fall 2017 through Fall 2022

Ross Fellow Program

In fall 2022, we began the second and final year of our Cluster Hire initiative, a coordinated effort by Academic Affairs to center diversity and inclusivity in all parts of our educational practice. Known as the Ross Fellows, four new fellows were recruited in AY22 to join two Ross Fellows hired last year. Together, these scholars are united by expertise and experience in their pedagogical practice designed to improve the educational outcomes of underrepresented students as well as educate all students on the necessity for inclusive excellence. As of March 2023, the full cohort of Ross Fellows has been successfully hired across six different departments. The Cluster Hire Initiative/Ross Fellows Program is an institutional project with campus-wide backing that aligns with the Mission, Vision, Core Values, and Goals of St. Mary's College of Maryland.

HR Recruitment Efforts

SMCM has contracted with an external vendor, Professional Diversity Network (PDN), to assist in the recruitment of candidates from historically underrepresented communities via targeted job boards/recruitment sites. Unfortunately, the vendor's application tracking software was not compatible with the College's recruitment software (Interfolio) and statistical data on effectiveness is unavailable. As a result, the College did not renew that contract and is currently researching more suitable recruitment options to attract candidates from these targeted groups. These options also include job placement ads in recognized diversity journals and with diverse academic organizations.

Section 3: Efforts designed to create positive interactions and cultural awareness among students, staff, and faculty.

International Education and Study Abroad

Study Abroad opportunities have been underutilized, especially by first generation and Pell Grant students. IDEAA is partnering with the Office of International Education to break down misconceptions and misgivings by these students about such opportunities. The DeSousa-Brent students will be particularly encouraged to participate, as will others.

Awareness Month Programming

The Multicultural Programming Office and various units across campus hosted awareness month programming to celebrate the various diverse identities of St. Mary's College of Maryland. During Latin American Heritage Month, the Center for the Study of Democracy hosted Maria Hinojosa for the Inaugural Gwen Ifill Lecture. LGBTQ Student Services hosted a Coming Out Day and Trans Day of Visibility. In January, the Asian Pacific/Pacific-Islander American Culture Club organized a Lunar New Year Celebration.

In February, a new Coordinator of Multicultural IDEAA Programming was hired, which immediately increased the breadth and depth of awareness programming. Black History Month programming included a Kick-off, Step Afrika! and Black History Month Trivia at a Basketball game. Women's History Month featured a Mix the Movement Painting event, a keynote speaker who addressed Roe v. Wade and a women's shelter supply drive.

Cultural Celebrations and Performances

The IDEAA Division has supported/sponsored a wide variety of cultural events aimed at broadening perspectives, entertaining, and educating. Recent events include the Descendant Panel Discussion (Historic Sotterley and Center for the Study of Democracy), Step Afrika!, Language Fest, Commemorative Panel Discussion (SCUP), MLK Prayer Breakfast,

Staff and Faculty of Color Luncheon

Hosted in the spring of each year, the staff and faculty of color luncheon is designed to build community, support networks, and create belonging. The luncheon is one of the most popular events among historically underrepresented and/or marginalized staff and has proven to be an effective tool in creating community.

Get Inclusive

SMCM launched the Get Inclusive virtual platform during the summer of 2022 with an aim to provide diversity, Title IX and wellness training for faculty, staff and students. As of April 19, 2023, 412 first year students (86%) completed the Voices for Change Comprehensive Curriculum, which includes a module on Identities and Inclusion. Twenty-three faculty and staff members (5%) completed Diversity, Equity and Inclusion for the Workplace: all remaining employees will be assigned this training program during the summer of 2023.

Collaborations

In an effort to embed DEI principles and practices into all areas of the college, IDEAA staff have sought out collaborative opportunities throughout the institution. This includes having a diversity representative assigned to DEI Committees in Athletics, Faculty Senate, Staff Senate, Student Government Association, and the Programs Board. IDEAA works in conjunction with a host of student service units including Career Services, Student Success Services, the Wellness

Center, and more. Further collaborative programming also exists with all of the Vice Presidents and their respective units.

LEAD Curriculum

SMCM's LEAD Curriculum was implemented in Fall 2020, the first revision to our general education curriculum in 13 years. 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, in that students now complete a language course to at least the second semester level (e.g., 102) or beyond. 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". Like the previous 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 of inequality. Such courses might examine theories of race and ethnicity or investigate diverse issues related to immigration or globalization.

Section 4: Description of emerging populations that are currently underrepresented in higher ed (not traditionally underrepresented).

In Fall 2022, SMCM witnessed a solid number of first year, first-generation students, that is, students for whom neither parent earned a bachelor's degree. Twenty-five percent of the incoming first year class were first-generation. As such programs like Landers Scholars, Sum Primus and DeSousa Brent will see more applicants. Additionally, support services of a variety of types will have to address the unique needs of this population. The number of students receiving accommodations has increased, which includes students with physical disabilities and neurological/mental disabilities. The former group has become quite outspoken in their desire to make sure that the campus has the proper accessible accommodations for their navigation of the campus. As a campus with a number of older facilities, this has been a challenge to fully address, but following a detailed audit of existing facilities, improvements were made where necessary and possible. Address of additional deficiencies is ongoing. The latter group has grown significantly with a large increase in the number of students identifying as neurodivergent. Accommodations for these students are made on an individual basis through the Office of Accessibility Services. However, the small staff in this office makes it a real challenge to address all accommodations in a timely manner.

Section 5: Description of other initiatives that are central to the cultural diversity plan not captured in section 2, 3, and 4.

Policy Equity Review Committee (PERC)

The PERC was established in 2021 in support of the College's commitment to diversity, access, and affordability, as stated in the College's mission statement. The committee of eight (8) members consists of students, staff, faculty, and administration and is charged with gathering/reviewing all College policies to identify and make recommendations to address any discriminatory or inequitable policies or procedures. To date, the PERC has reviewed over 271

policies and identified 70 policies requiring further review, edits, or rewrites to address equity policy or policy language.

Higher Education Data Sharing (HEDS) Diversity and Equity Campus Climate Survey
The College joined the HEDS consortium in fall of 2022 and began collaborating on a climate survey focused on reviewing the perceptions of students, staff, and faculty in regards to how SMCM supports diversity and equity, as well as experiences with discrimination and harassment at the institution. Over 50% of the campus community participated in the survey. Survey responses/data is currently being analyzed and the results will be used to inform and improve support, policies, and practices at SMCM for all who attend, work, or visit the campus.

MHEC Hunger-Free Campus Grant and initiatives
In September 2022 the College was awarded an MHEC Hunger-Free Campus Grant to address and combat food insecurity on campus. A Hunger Task Force has been created consisting of members from the Office of Student Financial Assistance, IDEAA, Student Activities, and the Wellness Center. Results of the grant include increased free food options, education about healthy eating on a budget, community resources to assist with hunger, and other resources to ensure a hunger-free campus. As part of the grant and as a need to provide a more suitable location, the pantry will be relocated and rebranded later this semester. These changes align with a stated objective of addressing more students in need and better educating the entire campus community of available resources.

Bias Prevention and Support
The Bias Prevention and Support Team ("The Team") is 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 reviewed 32 reports from September 1, 2022 to April 19, 2023.

CONCLUSION

St. Mary's College of Maryland remains committed to the pursuit of an inclusively diverse and equitable campus community, which aligns with best practices in higher education. Our mission is to ensure that underrepresented students have full access to the SMCM liberal arts, honors college experience. This includes supporting students, faculty, and staff with unique needs so that they can be successful. SMCM recognizes that promoting cultural diversity is essential to the mission of the institution and to its long-term sustainability. President Jordan is firmly committed to improving 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 historically underrepresented and/or marginalized students, faculty, and staff, resulting in increased diversification in all three populations. 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 who engage the College.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: 2023 Institutional Programs of Cultural Diversity Annual Progress Report

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Thursday, May 11, 2023

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 May 31, 2023. Those recommendations will be addressed by the appropriate party, and updated files will be available in advance of the June 16, 2023 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 2023 Institutional Programs of Cultural Diversity Annual Progress Report for submission to the Maryland Higher Education Commission.

COMMITTEE ACTION:			DATE: May 11, 2023
BOARD ACTION:			DATE:
SUBMITTED BY:	Alison M. Wrynn	301-445-1992	awrynn@usmd.edu

UNIVERSITY SYSTEM of MARYLAND

ANNUAL PROGRESS REPORT: INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY 2023

Bowie State University (BSU)
Coppin State University (CSU)
Frostburg State University (FSU)
Salisbury University (SU)
Towson University (TU)
University of Baltimore (UBalt)
University of Maryland, Baltimore (UMB)
University of Maryland, Baltimore County (UMBC)
University of Maryland, College Park (UMCP; UMD)
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
Thursday, May 11, 2023

University System of Maryland
Institutional Programs of Cultural Diversity Annual Progress Report, 2023

The University System of Maryland's mission, vision, and values statements have been revised to reflect an expanded mission and vision for the System and our institutions as well as our deep and abiding commitment to advancing diversity, equity, inclusion, and social justice for all Marylanders.

Our Mission
To educate and serve the people of Maryland; advance equity, justice, and opportunity; and produce the research and scholarship that improve lives.

The USM leverages the strength and diversity of our people and institutions to promote lifelong learning, encourage economic innovation and entrepreneurship, and produce research and scholarship that solve the world's greatest problems.

We instill in students a commitment to diversity, inclusion, and justice; an understanding of the social, economic, and environmental challenges facing our world; and the will and ability to address them.

Through learner-centered academic programs and support services, we prepare students who have the knowledge, skills, creativity, and confidence to succeed and to lead in a global, digital economy.

Our Vision
To be a preeminent system of public higher education respected around the world for our leadership in developing learner-centered postsecondary education for all levels and life stages; creating knowledge that solves problems, strengthens communities, and makes meaningful change; and relentlessly pursuing equity, opportunity, and justice for all.

Our Values
Our core values reflect the fundamental principles that guide our work. They serve not just as standards for those engaged in the System's day-to-day operations but, to those outside the System, as affirmation of what we stand for. Values aligned with this report include:

> Diversity, Equity, and Inclusion
> We are strengthened by the many perspectives, cultures, and traditions that exist within our System. We seek out and engage a diverse range of voices and viewpoints, and we make resources and opportunities equitably available to those we employ and serve.
>
> Civility
> Learning cannot thrive in a climate lacking mutual respect and civil engagement. We treat all people with respect and civility, and demonstrate that in our words, our actions, and our demeanor.

In 2008, the Maryland General Assembly began requiring 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. For 2023, MHEC notes, "This year's reporting guidance is designed to balance ensuring compliance

with the law and providing institutions an opportunity to highlight their activities tied to the diversity goals of the State Plan. In accordance with this, each institutional submission should include a brief narrative (no more than seven pages) that includes:

Section 1: A summary of the institution's plan to improve cultural diversity as required by Education Article §11-406 (attached).

Section 2: A description of efforts to increase the numerical representation of traditionally underrepresented groups.

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

Section 4: A description of emerging populations that are currently underrepresented in higher education.

Section 5: If needed, a description of other initiatives that are central to the cultural diversity plan that are not captured in Sections 2, 3, and 4.

Following are (1) highlights and themes from institutions' responses to the MHEC guidance; (2) USM office and multi-institutional diversity, equity, inclusion, and justice highlights; and (3) each campus's submission to the MHEC guidance. It is important to note that the entirety of an institution's work cannot be captured in the highlights below or in the seven-page response to MHEC's guidance. More details can be found in institutions' cultural diversity plans, which are attached.

Highlights and Themes from USM Institutions' Responses to the MHEC Guidance

Section 1
A summary of the institution's plan to improve cultural diversity as required by Education Article §11-406.

Institutions' summaries of their plan to improve cultural diversity range widely, but many include descriptions of:

- The collection, disaggregation, and monitoring of data
- Staffing (including cabinet-level administrators), committees, and offices dedicated to diversity, equity, inclusion, and justice (DEIJ)
- How DEI/DEIJ is included in the institutions' strategic plans
- The establishment or revision of distinct DEI/DEIJ strategic plans
- Priorities, goals and definitions
- Focus on policy reviews and amendments
- Recognition of and attention to how a history of racism and discrimination factors into current realities
- Commitment statements and core values
- Direct outreach to historically underrepresented groups

Institutions' plans to improve cultural diversity are built upon and around the following statements and ideals from each USM institution:

Bowie State University
Bowie State University has a long-standing commitment to diversity; it values and celebrates diversity in all of its forms. The University community believes that its educational environment is enriched by the diversity of individuals, groups, and cultures that come together in a spirit of learning. As the University aspires to even greater racial diversity, it fully embraces the global definition of diversity that acknowledges and recognizes differences and advances knowledge about race, gender, ethnicity, national origin, political persuasion, culture, sexual orientation, religion, age, and disability.

Coppin State University
The diversity of the students, faculty, and staff of Coppin State University has been the source of creativity, student success, and innovative accomplishments throughout the institution's history since it was founded in 1900. CSU achieves and supports cultural diversity through strategic programming related to the inclusion of those racial and ethnic groups and individuals who 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), ability or disability, marital status, sexual orientation, and military status. Cultural diversity and inclusion are central to the institution's mission, which "fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development."

Frostburg State University
The University Council on Diversity, Equity, and Inclusion (UCDEI) has developed a ten-goal plan, which was approved by the President's Executive Cabinet in 2021, builds upon previously existing initiatives, and provides suggestions for additional initiatives to continue to improve cultural diversity on campus. Goals include, but are not limited to:

-Acknowledge the Past and Revisit History to Prevent Future Institutional Racism
-Lift Minoritized Voices
-Diversity and Inclusion in Campus Policing
-Devise a Comprehensive Strategy for Commitment to Preventing Racism
-Disaggregate Student Success Data to Improve Minority Student Persistence
-Engage in Intrusive Outreach to Students of Color
-Build a Cultural Commitment to Eliminating Racism

Salisbury University
Dr. Carolyn Ringer Lepre has shared plans for "diversifying SU's student body to better reflect Maryland's demographic makeup, and to seek out more diverse faculty and staff." Those plans include, but are not limited to creating a campus-wide diversity, equity and inclusion (DEI) plan; working to diversify faculty through new hires; and seeking to advance research related to DEI and social justice. There is also a plan to hire a Vice President for Belonging, Diversity, and Inclusion, the first time there will be a cabinet level administrator dedicated to Diversity, Equity, Inclusion, and Belonging. The aforementioned plan will capture themes to develop a strategic approach related to advancing diversity, equity and inclusion at Salisbury University. The plan is being developed to accomplish integration of inclusive excellence into all aspects of university operations, foster a sense of shared responsibility and better monitor progress to goals.

Towson University
Cultural diversity is a means to leading a more fulfilling intellectual, emotional, moral, and spiritual life. Bridging the gap between cultures is urgent and necessary for peace and stability. Creating a more diverse and inclusive campus is a priority for TU, linked to and aligned with our strategic plan for the express purpose of building a stronger foundation for a promising future. Diversity is recognizing and valuing the variety of backgrounds, perspectives and beliefs held by members of the TU community. Our diversity tenets include sex, sexual orientation, gender identity, gender expression, race, ethnicity, color, nationality, mental ability, physical ability, religious affiliation, age, and veteran status.

University of Baltimore
The mission of UBalt is to promote an academically enriching and supportive climate that allows all members of its community to thrive and succeed. Diversity is defined at UBalt 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 UBalt's mission and success.

University of Maryland, Baltimore
The University of Maryland, Baltimore is committed to fostering a diverse, equitable, and inclusive educational and work environment. Two of UMB's eight Core Values, Equity and Justice, and Respect and Integrity, are closely tied to diversity, equity, and inclusion. Theme 3 of the UMB 2022-2026 Strategic Plan focuses on University Culture, Engagement, and Belonging and the strategic objective is for UMB to "create a sustainable, equitable, and inclusive culture of care that collaboratively engages and embraces all members of the University community, and broader community, with respect and in a manner that fosters belonging, understanding, trust, and equity." The strategic outcomes include that UMB "is inclusive and actively seeks input from stakeholders at all levels and of all backgrounds when identifying opportunities, planning and setting goals, and making decisions"; "actively recruits, retains, supports, and advances diverse students, faculty, and staff, demonstrating a commitment to our core value set of Equity and Justice"; "provides professional and educational programs and initiatives that build capacity, equity, and respect, and support the well-being, sense of belonging, and success of all members of the University community"; and "communicates in a manner that is empowering, inclusive, and demonstrates cultural humility."

University of Maryland, Baltimore County
One of the fastest-growing and most diverse public research universities in the nation, UMBC, a United States Department of Education designated Minority Serving Institution, has integrated many of its diversity-related efforts into the fabric of its administrative function in support of all students, faculty, and staff and through community engagement. UMBC develops its strategies and evaluates its progress through multiple units and processes, paying attention to trends in applications, admissions, enrollment, and graduation rates at the graduate and undergraduate levels, using surveys and data disaggregated by race, ethnicity, sex, age, first-generation status,

financial aid eligibility, residency, disabilities, enrollment status, military service, time to degree, degree completion, and more.

University of Maryland, College Park
UMD, new (2022) strategic plan, Fearlessly Forward, centers Diversity, Equity and Inclusion (DEI) as one of six guiding principles: "We are strongest when embracing voices, ideas, perspectives, identities, and experiences across our campus. Together, we work toward justice." This determination to create an inclusive and equitable campus aligns with the two priorities that President Darryll Pines established during his inauguration in 2021: ensure excellence in all that we do; and create a more inclusive, multicultural community for all. UMD strives to create a cultural climate that enables everyone to succeed within a framework of care and belonging. This effort begins when new community members first join UMD and participate in the TerrapinSTRONG onboarding program, which establishes a shared vision and values for the entire campus community and creates a sense of belonging and an expectation of personal responsibility among UMD community members, helping individuals build relationships, find support systems, and understand how their work connects to the wider vision of inclusion. Our geographical location and status as a world-class research institution attract a diverse population, but an additional element of that attraction—as well as a critical component of retention—is our ability to create an inclusive climate that celebrates our diverse identities, backgrounds, and cultures.

University of Maryland Center for Environmental Science
At this time, the University of Maryland Center for Environmental Science (UMCES) does not have a formal Cultural Diversity Plan. UMCES has begun the process of developing one, and intends to submit our plan with our Spring 2024 Institutional Programs of Cultural Diversity Report. To meet that goal, we plan to have a draft of the plan completed by the end of calendar year 2023. This draft will be shared with our shared governance bodies in January 2024 with the final iteration completed by early April 2024. In the meantime, the Diversity, Equity, and Inclusion Collaborative (DEIC), established in June 2020, has focused on increasing the diversity of UMCES personnel, especially at the highest levels of the hierarchy and providing immediate attention to the creation of an inclusive, equitable, and welcoming work climate, which is critical for retaining under-represented minorities after they are recruited to UMCES.

University of Maryland Eastern Shore
Cultural diversity serves as a cornerstone at the University of Maryland Eastern Shore. The University is currently in the process of redeveloping and reimagining cultural diversity for the campus community. The driving force was found in the Driving Change Self-Study. The self-study was conducted as part of UMES' application to the HHMI Grant Initiative, Driving Change. The goal of Driving Change is to "effect genuine and lasting culture change on research university campuses so that undergraduate students from all backgrounds, particularly those who belong to historically excluded groups, will excel in STEM and graduate from college well prepared to pursue advanced degrees and eventually assume leadership roles in STEM." While the ultimate purpose of the self-study was diversity, equity, and inclusion as they relate to supporting STEM programs, the scope of the study encompassed the climate for DEI efforts and for positive change as a whole. Those efforts propelled the University to move forward with including the follow strategic plan goal: Support diversity and inclusion on and off campus and foster a climate of equity for all stakeholders into the University Strategic Plan as part of the Vision 2030, From Excellence to Preeminence from the University System of Maryland.

University of Maryland Global Campus
We seek to reflect the diversity of the global community. Cultural differences are recognized, valued, and considered essential to the educational process and working environment. We promote understanding and mutual respect of all members of the community and provide an academic and social environment that encourages new ideas, an eagerness to learn, and positive working conditions." In December 2021, the University of Maryland Global Campus released the first University-wide community facing Diversity, Equity, and Inclusion Strategic Plan. This plan was designed to provide a transparent call to action that would be built into the foundation of the university. The plan was based on the following (select) priorities and goals: providing a culturally relevant and student-focused curriculum; removing barriers to education and career success; workplace equity and awareness; and recruitment, retention, and development of diverse faculty and staff.

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

Following are examples of stakeholder-specific initiatives that exist at USM universities.

Students

- Partnership programs and outreach with and to K-12 schools and community colleges
- Reduction of barriers to admission (e.g., application fees) for underrepresented populations
- Staff s dedicated to developing and implementing strategic marketing and programming with a cultural lens to support the recruitment and retention of students from diverse backgrounds
- Transitional support via bridge programs and direct student services
- Special housing concepts for those interested in learning from and engaging with diverse populations
- Training on inclusive recruitment for entire admissions staff
- Participation in college fairs sponsored by community organizations dedicated to support for communities of color
- Providing information sessions and marketing materials in Spanish and increasing in-person sessions that have proven to be more useful for some underrepresented groups
- Graduate and professional school recruitment at HBCUs
- Affinity groups to help ensure a welcoming climate that will support students' retention and success
- Offices dedicated to providing resources and facilitating the academic success of traditionally underrepresented students from recruitment through completion
- TRIO programs
- Enhancement of dollars used for need-based financial aid
- Enhanced recruitment efforts in majority-minority geographical areas
- Increased high-touch recruitment (directly at high schools, personal contact between admissions and students/families with questions, small group workshops on the application process)

Faculty, Staff, and Administration

- Broad and intentional advertisement and recruitment (with increased funds to support departments in this effort)
- More robust onboarding and leadership/professional and development to help facilitate retention and promotion
- Website enhancement
- Inclusive search training sessions for staff and faculty
- Faculty and staff affinity groups
- Faculty mentoring programs
- Required use of online faculty search software to improve diversity recruitment efforts
- Administrator review of hiring practices, job descriptions, interview questions, and interview panels to ensure there is diverse representation and to remove barriers to a fair and equitable process

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

Following are examples of stakeholder-specific initiatives that exist at USM universities.

Students

- Intercultural, faith-based, and identity-based centers, celebrations, programs, and events
- Diversity dialogue programs
- Curricular offerings and requirements
- Specific majors, minors, and concentrations
- Safe space training/programs
- Civic engagement centers and programming
- Cultural competence curriculum/programming within the residence halls
- Counseling center special attention to the needs of diverse populations
- Chosen name/pronoun projects and policy discussions
- Focus on international students
- Mentoring programs

Faculty, Staff, and Administration

- Training via campus centers for teaching and learning, offices of equity and compliance, and human resources
- Faculty inclusive teaching training opportunities
- Consideration of DEI-related work in tenure and promotion policies; required statements regarding DEI during search processes
- Curricular offerings that promote cultural diversity in the classroom
- Inclusion networks/affinity groups
- DEI-related professional development (topics include: microaggressions, discrimination, unconscious bias, helping students find their voice, inclusive conversations, leading inclusive teams)
- Culturally responsive teacher leadership program

Section 4
A description of emerging populations that are currently underrepresented in higher education.

Following are the emerging populations identified by each USM institution. Rationales for the identification of these groups and plans to support these students can be found in the institutions' reports.

Bowie State University
Veterans

Coppin State University
Minority women

Frostburg State University
Latinx

Salisbury University
First-generation; LGBTQ+; Pell-eligible; international; undocumented; military connected; and disabled

Towson University
Native American and Indigenous

University of Baltimore
Incarcerated/formerly incarcerated

University of Maryland, Baltimore
Varies by School, but one example is males in nursing

University of Maryland, Baltimore County
International; food insecure; LGBTQ+; and those who are choosing to select their names and pronouns and express their gender identity

University of Maryland, College Park
Populations in need of accommodations, i.e., neurodiverse; transgender

University of Maryland Center for Environmental Science
Native American; Asian, Asian American, or Pacific Islander; physically disabled; neurodiverse; and LGBTQ+

University of Maryland Global Campus
American Indian/Alaskan Native/Indigenous

University of Maryland Eastern Shore
LGBTQ+; first-generation; undocumented; Hispanic; non-traditional; those with mental/physical disabilities; incarcerated/formerly incarcerated

USM Office and Multi-Institutional Diversity, Equity, Inclusion, and Justice Highlights

USM's Strategic Plan: Vision 2030 From Excellence to Preeminence

Priority 5: DIVERSITY, EQUITY, AND INCLUSION

The University System of Maryland is committed to promoting diversity, equity, and inclusion (DEI) in all of our policies, practices, and endeavors, and instilling in our students appreciation and support for fairness, open-mindedness, civic engagement, and service to others. We are committed to contributing to a civic culture that values civility and respect for all people. As a first step toward developing an ambitious set of DEI goals and strategies, the Board of Regents has charged the chancellor and USM leaders with implementing a framework to help identify and dismantle structural racism within the System and our institutions; elevate issues of race and racism in our teaching, research, and scholarship; and redress racial inequities and advance social justice within the USM and in the communities we serve.

Guided by this framework, and building on the strength of our people and institutions, we must infuse DEI and civic engagement into our teaching, research, scholarship, and service. We must move relentlessly toward our goal of becoming truly reflective of our state and its people, and applying our expertise, influence, and assets to improving their lives. Short-term goals (2022-2025) include:

- Increasing the diversity of our students, faculty, and staff.
- Seeking out and promoting best practices to enhance inclusion and promote equity.
- Increasing the visibility of our HBCUs, highlighting their missions and contributions to the System's strength.
- Educating our students to be informed and engaged citizens and social change agents in our democracy.

Mid-term and long-term goals can be found in the Strategic Plan at the link above. Mid-term goals will build on the success of short-term goals, and long-term goals will build on the success of the short-term and mid-term goals to ensure the USM has reached its DEI goals by 2030.

USM Diversity and Inclusion Council

- In the summer of 2015, then Chairman of the Board of Regents, Jim Shea, appointed a workgroup of regents to address the challenges facing our institutions around diversity and inclusion. The BOR workgroup met on three occasions to address the following major agenda items:

1. Understand the complexities and import of diversity (of all kinds) to society and our institutions
2. Determine the role of the Board of Regents
    - Embrace the mission statement with a focus on "educating students, faculty and staff and the external community about the value of diversity and its importance to the attainment of excellence"
    - Review data and background materials as needed
3. Determine actions to be taken
    - Activate a Diversity Council to determine the best way to approach the achievement of goals including, but not limited to:
        i. Collecting and providing materials and research for the Board
        ii. Educating the BOR and broader community on the issues, goals, and actions

The BOR workgroup and Chancellor Robert Caret called for the activation of a Diversity and Inclusion Council, which began meeting in 2016. Council membership includes representatives from each USM institution, regional higher education center, and shared governance body. The most current membership list is attached.

Since last year's report, the Council met two times and has:

- Reviewed past and prepared for upcoming Cultural Diversity Reports
- Provided advice on proposed or existing legislation
- Discussed health equity issues and USM convenings
- Advised on DEI presentation to the Board of Regents
- Shared and discussed campus programs, issues, challenges, and good practices that serve to improve DEI at each institution.
- Early considerations on the impact of likely SCOTUS decisions on race in college admissions (Students for Fair Admissions v. UNC and Harvard).
- Adjustment to BOR Faculty Awards
- USM DEI-related economic development work
- Maryland Higher Education Commission's DEI Committee Meeting
- Abell/Baltimore City Public Schools and USM Project

Empowering Students to be Agents for Change in Promoting Health Equity: A Reconvening
On April 19, 2023, the Kirwan Center for Academic Innovation hosted USM's second health equity convening, entitled Empowering Students to be Agents of Change in Promoting Health Equity. It serves as a bookend to the first convening that took place in spring 2022. The convenings grew out of a Regents' workgroup (led by EPSL Chair Michelle Gourdine) on health equity and represent opportunities for invited campus teams to come together and work on campus action plans, engage in cross-institutional learning, and grapple with key issues related to making education for health equity pervasive and intentional for students. This convening brought together institutional teams in a facilitated workshop-style event to discuss ways we might advance the work that USM institutions are doing –individually and collectively– to empower graduates of our healthcare programs to be agents of change in promoting health equity. The event also invited participants to explore the ways in which, as a system, we can enhance our impact in relation to that goal.

NSF INCLUDES Alliance: Re-Imagining STEM Equity Utilizing Postdoc Pathways (RISE UPP)
The vision of RISE UPP is to leverage state university systems to diversify STEM faculty utilizing postdoctoral pathways into tenure track faculty positions. The RISE UPP Alliance leverages the inter-institutional frameworks developed by the two Core Model Partners, University of California's President's Postdoctoral Fellowship program and the University System of Maryland's AGEP Promise Academy Alliance, to assist with the adoption or adaptation of those models at three Scaling Partner systems: the University of Texas System, the Texas A&M University) System, the University of North Carolina System. RISE UPP will help Scaling Partners act as systems to facilitate the recruitment, training, community and network building, and subsequent hiring of minoritized postdoctoral scholars into tenure-track positions within their university systems. Because the University System of Maryland will be scaling our model, which previously focused on biomedical scholars, to all STEM disciplines and to additional institutions, we are simultaneously a Core Model Partner and a Scaling Partner. To retain, support, and advance these scholars equitably, the RISE UPP Alliance recognizes that departments, institutions, and systems must also be transformed. Therefore, activities will center on four areas of evidence-based interventions: postdoctoral professional development, academic climate, mentoring support, and university system and pathways to conversion.

Participating USM institutions include: Salisbury University, Towson University, University of Maryland, Baltimore; University of Maryland, Baltimore County; University of Maryland, College Park; and University of Maryland Center for Environmental Science.

Results are promising! Nationally, only 17% of postdocs become tenure track professors. However, this work has yielded 5/10 former postdocs on the tenure track (with 4 of those within USM), 1/10 in the process of converting this year, 3/10 still in fellowship hoping to convert/stay in Maryland, and 1/10 who left for industry.

The Bowie State University and University of Maryland Social Justice Alliance was created to honor the legacy of BSU alumnus 2nd LT Richard Collins III and promote social justice on their respective campuses. Led by faculty experts from each university, the alliance is addressing critical issues facing campuses, communities, and the nation by engaging students and communities to bring about the social justice change desired by both institutions.

Conclusion

Although USM has become more inclusive and diverse over time, we still have a long way to go. Both the USM Office and the USM institutions are enhancing work being done to remove institutionalized, systemic, or structural barriers that have evolved in terms of policies, procedures, language, facilities, campus climate and culture, delivery models, services, and business/financial models. Institutions have known for a while and systems are beginning to realize that this work is intense and should be consistent and persistent. That is most likely when a staff member or staff members are responsible for organizing, managing, and coordinating the work that happens all across the organization.

Institutions are appropriately tackling inclusion and diversity from multiple perspectives. This speaks well to the breadth and depth of the work that needs to happen and is happening. This work will continue, as there is no quick or singular fix. USM 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. The USM Office and USM institutions will be implementing and aligning with the USM Strategic Plan, complying with the statute guiding this report, and, most importantly, doing the work needed to make USM institutions among the most representative, welcoming, equitable, social justice-focused communities of higher education in the United States.

Appendix 1:
Universities' Cultural Diversity Plans

Education Article §11-406 mandates that each public institution of higher education in the State develop and implement that plan. See attached for institutions' diversity plan in place during the reporting year (Academic Year 2022-2023).

Enclosures: Education Article §11-406
Diversity and Inclusion Council Membership
USM Institutional Cultural Diversity Progress Reports

Article - Education

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§11–406.

(a) In this section, "cultural diversity" means the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education.

(b) (1) (i) Each public institution of higher education in the State shall develop and implement a plan for a program of cultural diversity.

(ii) If an institution of higher education already has a program of cultural diversity, the institution of higher education shall develop and implement a plan for improving the program.

(iii) A plan developed and implemented under this subsection shall include an implementation strategy and a time line for meeting goals within the plan.

(2) A plan developed under paragraph (1) of this subsection shall include:

(i) A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations;

(ii) A description of how the institution plans to enhance cultural diversity, if improvement is needed;

(iii) A process for reporting campus–based hate crimes, as defined under Title 10, Subtitle 3 of the Criminal Law Article and consistent with federal requirements under 20 U.S.C. 1092(f), known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act; and

(iv) A summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally diverse student body.

(3) A plan developed under paragraph (1) of this subsection shall enhance cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff at the institution of higher education.

(c) (1) On or before July 1 of each year, each institution shall submit the plan developed under subsection (b) of this section to the governing body of the institution for the governing body's review.

(2) On or before September 1 of each year, the governing body of an institution shall submit a progress report regarding the institution's implementation of its plan to the Commission.

(d) (1) The Commission shall review the progress report submitted by each governing body under subsection (c) of this section to monitor compliance with the diversity goals of the State Plan for Higher Education.

(2) On or before December 1 of each year, the Commission shall submit a report, in accordance with § 2–1257 of the State Government Article, to the Senate Education, Health, and Environmental Affairs Committee, the Senate Budget and Taxation Committee, the House Appropriations Committee, and the House Committee on Ways and Means on the extent to which the institutions of higher education in the State are in compliance with the diversity goals of the State Plan for Higher Education.

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University System of Maryland

Diversity and Inclusion Council
Membership List
Spring 2023

Bowie State University
Adonna Bannister Green, **Director,** Office of Equity Compliance
Amani Jennings, Dean of Students

Coppin State University
Pamela Richardson Wilks, Provost and Vice President for Academic Affairs

Frostburg State University
Traki Taylor, Provost and Vice President for Academic Affairs
Robyn Wynder, Assistant VP for Student Affairs, Diversity, Equity and Inclusion Officer

Salisbury University
Dane Foust, Vice President of Student Affairs and Enrollment Management
Karen Olmstead, Provost and Senior Vice President for Academic Affairs
Vanice Antrum, Director of Multicultural Affairs

Towson University
Patricia Bradley, Vice President, Office of Inclusion & Institutional Equity

University Baltimore
Open Seat

University of Maryland, Baltimore
Diane Forbes Berthoud, Vice President and Chief Diversity Officer

University of Maryland, Baltimore County
Philip Rous, Provost and Senior Vice President for Academic Affairs
Nancy Young, Vice President for Student Affairs

University of Maryland, College Park
Georgina Dodge, Vice President, Office of Diversity and Inclusion
Patricio Korzeniewicz, Professor and Chair, Sociology
Laura Anderson Wright, Associate General Counsel

University of MD Center for Environmental Science
Angela Richmond, Co-Chair: Diversity, Equity, and Inclusion Collaborative

University of Maryland Eastern Shore
Latoya Jenkins, VP for Enrollment Management and Student Experience
Reginald Garcon, Associate VP for Enrollment Management and Student Experience

University of Maryland Global Campus
Blair Hayes, Vice President and Chief Diversity Officer

University System of Maryland

Diversity and Inclusion Council
Membership List
Spring 2023

USM Hagerstown
Open Seat

Universities at Shady Grove
Jeffrey Ash, Chief Diversity, Equity, and Inclusion Officer

University System of Maryland Southern Maryland
Markia Joi Simmonds, Business Manager

Council of University System Faculty
Benjamin Arah, Associate Professor, Department of History and Government - Bowie State University

Council of University System Staff
Deniz Erman, Buyer/Merchandiser Specialist, Towson University

USM Student Council
Open Seat

University System of Maryland
Zakiya Lee, Assistant Vice Chancellor for Academic and Student Affairs; Chief of Staff
Tim McDonough, Vice Chancellor for Communications and Marketing
Lindsay Ryan, Interim Executive Director of Economic Development

BOWIE STATE UNIVERSITY

Spring 2023
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

Institution: Bowie State University
Date Submitted: April 10, 2023
Point(s) of Contact (names and email addresses):
Adonna Green, Director of Equity Compliance, agreen@bowiestate.edu
Gayle Fink, Assistant Vice President for Institutional Effectiveness, gfink@bowiestate.edu
Keadrick Peters, Coordinator of Multicultural Programs, kpeters@bowiestate.edu
Sheila Hobson, Senior Director of Human Resources, shobson@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.

Section I – Summary of Institution's Diversity, Equity and Inclusion Initiatives (DEI)
Bowie State University has a long-standing commitment to diversity; it values and celebrates diversity in all of its forms. The University community believes that its educational environment is enriched by the diversity of individuals, groups, and cultures that come together in a spirit of learning. As the University aspires to even greater racial diversity, it fully embraces the global definition of diversity that acknowledges and recognizes differences and advances knowledge about race, gender, ethnicity, national origin, political persuasion, culture, sexual orientation, religion, age, and disability.

The University's FY 2019 – FY 2024 *Racing to Excellence* Strategic Plan, 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.

Bowie State annual planning and budgeting process includes Cabinet level Mid-Year Evaluation and the Annual Evaluation. Progress on annual divisional and institutional goals and a review of the strategic plan key performance indicators (KPIs) occur during January and June Cabinet retreats. KPIs related to Goal 4 include ethnic/racial student and employee diversity and campus climate survey results. The university anticipates that the next strategic planning development process will include targets for each KPI.

Bowie State University's Office of Planning, Analysis, and Accountability (OPAA) analyzes institutional and survey data to inform DEI initiatives. All DEI data are examined by student level, race/ethnicity, gender, and age subgroups. Socioeconomic factors are also reviewed when data are available.

<u>Climate and Cultural Competency Assessment</u>
In addition to access, student success, and completion data, Bowie State uses a number of indirect measures of campus climate to assess whether or not the institution is welcoming to all. On a regular cycle, OPAA administers the NSSE and the Ruffalo Noel-Levitz Student Satisfaction Inventory and the internally developed

graduating student survey to gather student voices. OPAA also hosts "pulse" student surveys to gather feedback on specific issues facing the institution.

The Center for Academic Programs Assessment (CAPA) recently began to assess student values regarding diversity and to measure their intercultural competency and experiences. The HElghten Intercultural Competency and Diversity (ICD) assessment comprises 74 items with two scaled scores, Analyze & Act as well as Approach. The former has 6 scaled subscores and the latter has 2. The 40 Analyze & Act questions are situational judgments based upon cross-cultural scenarios, with single-selection, multiple choice as well as multiple-selection, multiple choice question types. The 34 Approach Likert-type questions ask test-takers to rate their agreement with culturally-related statements. The baseline assessment demonstrated that BSU students are competent in areas of cultural competency and are confident in their interactions with people from other cultures.

Faculty and staff race, national origin, and gender data are reviewed annually as part of the institution's EEO plan. The Office of Human Resources collects and analyzes the same data for applicants and employees in connection with the following employment practices: recruitment, applicant screening, hiring, promotion, termination, transfer, and discipline. The institution uses the Ruffalo Noel-Levitz College Employee Satisfaction Survey to gather faculty and staff climate feedback as well as faculty and staff "pulse" surveys to gather feedback on specific issues facing the institution.

To ensure our diversity programming is effective, rapid data collection was implemented after each diversity event. Simply, putting the QrCode helped participants give feedback regarding services provided. At the same time, the activity director engaged with participants and asked them to raise their hands if the program was useful, and would they recommend the program again. This strategy of data collection fostered intercultural skills while increasing participant feedback.

Development of Formal DEI Plan

Beginning August 2021, the University embarked upon an initiative to actualize the above strategic objectives. BSU consulted with Emeritus Consulting Group to review its policies and practices, determine the interests and needs of the shared governance groups, and create a plan spanning the next 5 years that will ultimately infuse our work in these areas into every division and the coming plan. We are now at the 19 month mark of active planning, and possess a working draft that will be circulated to campus between April 2023 and August 2023, when it will be finalized and adopted formally.

At the conclusion of this endeavor, the Task Force will produce a plan to guide the campus in:
a) reviewing selected existing data regarding the state of institutional diversity, equity and inclusion efforts; b) engaging with those charged with leading organizational diversity, equity and inclusion work, and those accountable for the work outcomes, to understand successes and continuing challenges; c) determining collaboratively the vision and strategy for diversity, equity and inclusion within the organization; d) providing guidance on promising practices to enhance diversity, equity and inclusion across the institution; and e) offering recommendations to chart progress in meeting the goals and benchmarks that the client has determined

Section II – Efforts to Increase Numerical Representation

Students

In the Southern Region, Hispanic students are projected to have the most significant amount of growth within the high school graduating classes through 2028. Asian/Native Hawaiian/ Pacific Islander students will have the next largest growth. As a result, the university must begin to find ways to attract more students from these two groups to the institution. Additional outreach must be done in these students' communities, and partnerships must be developed to establish pathways. Native/Indigenous American students will be targeted for the first time for the fall 2022 class, and the University hopes to establish a relationship with this population by connecting with College Board. Enrollment of American Indian students increased from 4 students in 2018 to 15 students in 2022; enrolment of Hispanic students increased from 214 in 2018 to 277 in 2022.

As it develops new, high demand academic programs, the university is exploring programs that appeal to a more diverse student group in order to maximize our recruiting efforts. This includes dual enrollment, continuing education, and adult learners as these populations will meet the immediate need to grow enrollment and build a pipeline for future undergraduate students. We have also increased the number of programs offered in online modality to meet the needs of students who prefer to be educated remotely or need flexibility as they balance priorities.

Administrative Staff and Faculty

Bowie State University collects and analyzes faculty and staff data aligned with EEO requirements to inform DEI initiatives. Employee race, national origin, and gender data are reviewed on an annual basis. Indirect feedback on campus climate is collected through employee satisfaction surveys and exit interviews.

Consistent with its Affirmative Action Plan, the University is committed to attracting pools of diverse candidates to fill vacant positions. The University's recruitment and hiring practices have been to advertise vacant positions internally on the BSU website and externally in various recruitment sources. We have expanded recruitment sources during this targeted period to further meet the diversity and inclusion needs of the University. Exemplar recruitment sources include professional associations, higher education publications, EmployDiversity, Hispanic Today, Women in Business and Industry, Facebook Blue Collar Group, and Black Perspective. We have launched various initiatives to help attract and retain a diverse population of talented faculty and staff members and create a more inclusive workplace environment. Efforts include:

- Enhanced Budget – Rather than leaving it to the discretion of the hiring unit to decide if and how to spend their budgeted funds on recruitment, this year we created a centralized budget ($100,000) within the Office of Human Resources to ensure that all hiring would have the benefit of broad advertising in effort to develop more diverse applicant pools. The advertising sources are listed on the attached Affirmative Action Advertising Document (AAAD).
- Job Fairs – On February 15, 2023, the new Talent Acquisition Team within the Office of Human Resources participated in a virtual job fair sponsored through the Professional Diversity Network and the National Urban League. The team will attend another job fair in May 2023 and will work toward a University job fair for a targeted populations.
- Website Enhancement – The Office of Human Resources' website is being revamped to better "market" the University as a great place to work with a welcoming environment.
- Onboarding – We are implementing a more robust onboarding process to ensure that we are able to attract and retain the new hires.
- Talent Acquisition – We have increased number of staff members in this area so the University can be much more intentional and aggressive in its inclusive hiring efforts.

Section III – Efforts to Create Positive Interactions and Cultural Awareness

Below are selected Diversity, Equity, and Inclusion (DEI)-explicit activities for students, faculty, staff, and administration.

Student-Focused Initiatives

BSU Diversity and Inclusion Welcome Reception (NEW) during welcome week, over 200 first year students on August 23, 2022 participated in the Diversity and Inclusion. During this inaugural Enrollment Management and Student Affairs event, first year students explored pathways to get connected to retention initiatives that included the following tracks: 1) Social Justice and Student Advocacy, 2) Civic Engagement, 3) Performing Arts, 4) Intramural Sports, and 5) Self-Discovery. At the end of the Day of Engagement symposium, over 100 first year students registered for the Social Justice and Student Advocacy retention initiative. As of result, more than 200 students have participated in ongoing social justice and student advocacy programs and events on campus. The Social Justice and Student Advocacy ongoing co-curricular programs have included Protecting Our Voting Rights DC March, Mothers Impact on Racism Call to Action, Understanding Critical Race Theory, Should We Defund the Police Series, and Black Lives Matter Shared Conversation Series.

BSU Inaugural Affirmations Ball (New) This year the Multicultural Programs and Services, LGBTQIA Resource Center, Office of Residence Life, Office of the Dean of Student Affairs, and The Student Center successfully hosted the Inaugural BSU Affirmations Ball: A Wakanda Forever Experience for over 150 students. The purpose of this program is to provide our students the opportunity to redo their High School Prom. Over the last several years a number of traditions were cancelled due to the global pandemic. Equally important, some of our students who did attend prom had to hide an aspect of their social identity and this Affirmations Ball fosters an environment where students can show up as their authentic self. The Affirmations Ball highlighted the importance of loving oneself and the best way to honor the ancestors is starting with uplifting heroes around us daily at BSU. During the Ball 4 student leaders and 4 professional were acknowledged as unsung heroes (Wakanda Style).

BSU Who Am I: Social Identity and Ancestry Pathway (New) In September 2022, the Office of Multicultural Programs and Services in partnership with Ancestry the largest genealogy company in the world hosted Diversity in Genealogy Student Opportunities Day. Specifically, Ancestry highlighted student diversity scholarships and internships available to HBCU students with more than 50 participants. During the interactive Genealogy Student Opportunities Day, 2 student were selected for a summer 2023 internship, 3 students received academic scholarships, and Ancestry afforded BSU with 300 Ancestry Kits for students can uncover their genealogy. The Office of Multicultural Programs and Services and the Office of Residence Life originally established this partnership during the 2021-2022 academic school during the inaugural Who A I: Middle Passage to Uncovering DNA Ancestry.

BSU Inaugural Tunnel of Oppression: DEISJ Experiential Learning (ongoing) In October 2022 and March 2023, the Office of Multicultural Programs and Services and the LGBTQIA Resource Center led the Office of Student Engagement, Office of Equity Compliance, Office of Residence Life, Counseling Services, Henry Wellness Center, Maryland HBCU Common Cause Student Club, BSU Black Girls Vote Student Club, and BSU Women's Forum host the inaugural Tunnel of Oppression: Diversity, Equity, Inclusion, and Social Justice Experiential Learning program. During the current academic year, over 200 faculty, staff, students, alumni, and community members participated in the Tunnel of Oppression. The Tunnel of Oppression is an interactive experiential learning program highlighting contemporary issues of oppression in our society. Tunnel of Oppression topics generally raises awareness about specific areas of oppression across identities and communities coupled with exploring opportunities for social change. Participants during the program focused police brutality, sexual assault, disability awareness, intersectionality (race, class, gender) as it relates to abortion rights/healthcare, voting rights, gender equality, affirming women in homeless shelters, and

progress women have made over the last century. A number of participants documented the experience as informative, inspiring, and useful for social justice awareness.

BSU Diversity Awareness Table Talks (ongoing) In an effort to celebrate diversity awareness month, the Office of Multicultural Programs and Services in partnership with the Office of Student Engagement and The Nursing Student Success Center in February 2023 hosted Diversity Awareness Table Talks. During the Diversity Awareness Table Talks participants had the chance to reflect on fast facts regarding the history of diversity awareness month in addition to civically engage with the Bowie State University community with writing a word of affirmation to women living in local homeless shelters. Moreover, participants learned upcoming general election information as well as voter registration. Lastly, at the Diversity Awareness Table Talks students made suggestions for DEISJ programs and initiatives for the upcoming academic year.

BSU Safe Space Program Since November 2019, the Office of Multicultural Programs and Services facilitates a two-part professional workshop for faculty, staff, students, and local community members that cultivates a more inclusive campus for the LGBT + community. To receive the safe space program certificate and safe space sticker, participants must attend both parts of the workshops. Safe Space training is an opportunity to learn about: LGBT+ (Lesbian, Gay, Bisexual, Transgender, and related communities) identities, gender, sexuality, prejudice, assumptions, and privilege. As of March 30, 2023 over 200 BSU community members are Safe Space trained and assist with ongoing LGBT+ programming during the academic year.

BSU Heritage Month Celebrations The Office of Multicultural Programs and Services observes the following theme months by offering events or activities to increasing understanding and appreciation within the campus community. January– Martin Luther King, Jr. Celebration, February– Black History Month, March– National Women's History Month/ Irish Heritage, April– Asian/Pacific Islander Heritage Month, May- LGBTQ Pride Heritage Month, September– National Hispanic-Latino Heritage Month, October– National Disability Employment Awareness Month & Lesbian, Gay, Bisexual, and Transgender History Month, November– National Native American Heritage Month, December– Universal Human Rights Month.

<u>Administration-Focused Initiatives</u>

Strategic Plan 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).

4.4 Culture of historical richness - Cultivate a culture of historical richness through campus displays and events that celebrate historical significant events and outcomes.

We achieve these objectives through our academic programming, faculty and staff training and student-centered activities and informational opportunities. We instill a culture of inclusion across the University:

- The Fall 2022 Student Leadership Institute included presentations on Title IX, communication etiquette, student conduct and multicultural services. Over 100 students attended the Institute.
- The Inaugural Diversity and Inclusion reception provided information to faculty, staff and students about services available to assist in fostering a more inclusive environment, and highlighted workshops that intentionally support international, LatinX, and LGBT+ students. This event was free to all attendees.

<u>Faculty Focused Initiatives</u>

Bowie State was the first institution in Maryland to offer a masters in Culturally Responsive Teacher Leadership program. To further our reach in developing educations that are culturally aware, this innovative program will also be available online beginning Fall 2023. The program explores education theory, effective curriculum, instruction and assessment practices, and intercultural competence in addressing civic, social, environmental and economic issues; models practices that support building culturally responsive school cultures, with specific skillsets for managing groups, teams and networks to promote change in culturally and linguistically diverse learning communities, incorporates research skills by analyzing, synthesizing and critiquing evidence of effective teaching, leading and learning, and encourages advocacy for equity in the teaching profession and underserved communities at the local, district and national levels.

The Center for Excellence in Teaching and Learning (CETL) again hosted its biannual Faculty Institute, which incorporates internal and external experts who share innovative instructional practices incorporating DEI. For example, a recent workshop, faculty learned from one another by sharing how they practice inclusion and equity in their courses, providing feedback on BSU's Diversity, Equity, and Inclusion Plan; developing recommendations for communicating inclusiveness to our students; and fostering ideas for how they can contribute to equity and inclusion for all at BSU. Faculty also participated in "Equity and Inclusion in Higher Education: Strategies for Teaching" presentation by Rita Kumar and Brenda Refaei for Drake Institute for Teaching and Learning at Ohio State University.

Additionally, the University offers initiatives and events through several campus-based resources, available to faculty, staff and students, focused on cultivating inclusion and offering resolution for conflict:

Office of Equity Compliance is responsible for investigating Equal Employment Opportunity, Title-IX, American with Disabilities Act (ADA), sexual misconduct, and other concerns of alleged discrimination on campus. The office also houses the 504 Coordinator who provides oversight of the university's compliance with student disability support services and reviews and recommends reasonable accommodations for employees and visitors.

Office of Multicultural Programs and Services operates as a hub for existing and new student organizations that further the interests of the diverse range of students, including African-Americans, women, Asian/Pacific Islanders, LGBTQIA, Hispanic-Latinos, Native Americans, and those with disabilities.

LGBTQIA Resource Center works with faculty, staff and students to increase awareness and affirmation of LGBTQIA individuals to reduce discrimination and harassment based on sexual orientation and gender identity. In addition, the center collaborates with faculty, staff, and students to develop programs to promote knowledge and awareness.

Center for Excellence in Teaching and Learning (CETL) supports the professional development of the teaching community at BSU. In addition to two annual institutes, the CETL provides workshops and seminars that focus on theories of education, application of successful teaching techniques, basic teaching strategies, distance education, and the use of new technologies.

Office of Planning, Analysis and Accountability (OPAA) provides decision support information to the campus community to promote continuous improvement and institutional effectiveness. OPAA integrates institutional and external data to inform student success strategies, resource allocation, enrollment management, and institutional strategic planning and performance.

Bowie State University and University of Maryland Social Justice Alliance was created to honor the legacy of BSU alumnus 2nd LT Richard Collins III and promote social justice on their respective campuses. Led by faculty experts from each university, the alliance is addressing critical issues facing campuses, communities, and the nation by engaging students and communities to bring about the social justice change desired by both institutions.

Section IV – Emerging Populations

We are focusing on recruiting and supporting veterans. In addition to training developed to provide information to veterans regarding health care, mental health and other benefits, we plan to develop a database for veterans to store and retrieve bio information for reporting purposes. We indicate in job postings that veterans specifically are encouraged to apply. We are also enhancing our Military Resource Center to provide greater visibility and access to resources for our student veterans.

Section V – Other Initiatives

In addition to the NSSE and Ruffalo Noel-Levitz student satisfaction surveys, Bowie State collects student feedback through student leadership meetings, focus groups, event feedback, and through informal feedback. The University routinely draws on this information to inform future projects, including the "Bias Check" training series described under "Staff Focused Initiatives", creation of collaborative efforts to expose students to a variety of administrative and leadership opportunities, and support of new and standing infinity groups that represent the interests of specific student groups. An example is the revival of the Muslim Student Association, and pending creation of a Pregnant and Parenting Student Organization.

In addition to its host of awareness programs held throughout the year, we are proud of our annual Women's event. The BSU Women's Forum held its 5th anniversary Expo and activities empowering and supporting the professional and personal development of women on the campus and in the community

Appendix I

University's Cultural Diversity Plan

Bowie State University has, for the past 19 months, collaborated with its community to create the Diversity, Equity, Inclusion and Community Engagement Action Plan, a first of its kind for the University. The goal of this plan is to align the actions, programmatic and practical plans of each division with the goals and objectives in its *Racing to Excellence FY 2019 – FY 2024 Strategic Plan*. The plan will inform both the present day work of each division, and will span the next 5 years that includes the drafting of the University's next Strategic Plan.

As of March 2023, the 23 member task force completed more than 6 listening sessions with faculty, staff and students, and made opportunities available to its alumni to offer feedback on their experience and expectations of a diverse and inclusive BSU. Additionally, the BSU community participated in an extensive survey to capture data on who we are, and how we experience our campus. That information forms the basis of the working draft of the Action Plan completed in March 2023, and which is now circulating campus before its finalization in or about August 2023.

As noted in Section I, Goal 4 of the current Strategic Plan specifically focuses on enhancing the campus culture of diversity, inclusion and civic engagement. Strategic Plan Goal 4 objectives are listed below:

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 adopts a definition that went beyond race and ethnicity to include the numerous other characteristics that bring richness to our campus community.

BSU is aware that cultural diversity, in the context of this report, is considered the religious, ethnic, and racial identities, with a focus on creating a comfortable and welcoming environment in spaces where minorities in those protected classes may exist. As a Historically Black University, BSU believes the unique culture of its campus, its connection to the broader community, and its heritage of is beneficial to everyone who attends, educates, or otherwise works for Bowie State University. Accordingly, Bowie State is designing its next

strategic plan to supports and celebrates working and learning opportunities that a diversity of persons, thought, background, and protected characteristics within the context of our rich history.

Core Value of Inclusivity (2019)

> Bowie State University is 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 noted, we anticipate completion of the University's DEI Plan in the coming months. In the interim, the statements below demonstrate our commitment to diversity, equity, and inclusion.

Equal Employment Opportunity Non-Discrimination Statement

Bowie State University shall not discriminate against any individual on the basis of race, color, religion, age, ancestry or national origin, sex, sexual orientation, disability, marital status or veteran status. All policies, programs, and activities of Bowie State University are and shall be in conformity with all pertinent Federal and state laws of nondiscrimination including, but not limited to: Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the Equal Pay Act of 1963, the Age Discrimination Act, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, Federal Executive Order No. 11375, and Article 49B of the Annotated Code of Maryland. This commitment applies in all areas and embraces faculty, staff, and students.

Equal opportunity of access to academic and related programs shall be extended to all persons. Bowie State University shall have as its firm objective equal opportunity in recruitment and hiring, rate of pay, all other promotions, training, retention and dismissals, for all employees and applicants for employment. The University will stress equal access for employees and applicants for employment to all programs and services provided by the University both on and off campus. The University will also provide equal opportunity and an atmosphere of nondiscrimination with respect to women and members of minority groups in all its operations. In addition, the University shall promote equal opportunity and equal treatment through a positive and continuing Affirmative Action Program.

The University makes, and will continue to make, reasonable accommodations to promote the employment of qualified individuals with disabilities and disabled veterans, unless such accommodations would impose an undue hardship on the University's business.

In addition, employees and applicants will not be subjected to harassment, intimidation, threats, coercion, or discrimination because they have engaged in, or may have engaged in, activities such as filing a complaint, assisting or participating in an investigation, compliance review or hearing, or opposing any act or practice made unlawful, or exercising any other right protected by Section 503 of the Rehabilitation Act of 1973, as amended or the Vietnam Era Veterans Readjustment Assistance Act of 1974, as amended.

COPPIN STATE UNIVERSITY

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY REPORT GUIDANCE

Prepared for the

University System of Maryland Board of Regents

Submitted April 18, 2023

COPPIN STATE UNIVERSITY
EST. 1900

Institutional Programs of Cultural Diversity Report Guidance
Prepared for the University System of Maryland Board of Regents
Committee on Education Policy and Student Life
April 18, 2023

INTRODUCTION

Diversity, Equity, and Inclusion have evolved to be among the defining features of Coppin State university. It is the diversity of the students, faculty, and staff of Coppin State University that has been the source of creativity, student success, and innovative accomplishments throughout the institution's history since it was founded in 1900. Differences among race, ethnicity, gender identification, age, religion, language, abilities and disabilities, sexual orientation, socioeconomic status, and geographic region are at the core values of the institution. Since the core mission of the Coppin State University, as an urban, Historically Black College/University (HBCU) is to serve the interests of the State of Maryland by producing top graduates with a diverse portfolio of experiences, it must seek to increase and maintain diversity among its students, faculty, and staff. Coppin has consistently demonstrated a compelling interest in ensuring that people from all backgrounds perceive that access to education and equal opportunity is possible for talented individuals from all groups.

The leadership of Coppin State University agrees to the following tenants of diversity:

- Diversity is integral to the University's achievement of excellence and can enhance the ability of the University to accomplish its academic mission.
- Diversity aims to broaden and deepen both the educational experience and the scholarly environment as students and faculty learn to interact effectively, preparing them to participate in an increasingly complex and global society.
- Ideas, and practices based on those ideas, can be made richer by being born and nurtured in a diverse community. The pluralistic University can model a process of proposing and testing ideas through respectful, civic participation and engagement.
- Educational excellence that indeed incorporates diversity thus can promote mutual respect and make possible the whole, effective use of the talents and abilities of all to foster innovation and train future leadership.

Through the annual work and contributions of the University's Diversity and Inclusion Committee (DEI Committee), Coppin State University renews its commitment to the full realization of its historic promise to recognize and nurture merit, talent, and achievement by supporting diversity and equal opportunity in its education, services, and administration, as well as research and creative activity. The University monitors these results in the program's activities and strategies it supports to ensure that diversity and inclusion education and awareness continuously facilitate the removal of barriers to the recruitment, retention, and advancement of talented students, faculty, and staff from historically underrepresented multigenerational populations. These initiatives are also a part of the University's strategic goals for each academic and non-academic unit. An excerpt from the mission statement (approved in 2019) states that "Coppin State University, a historically black institution in a dynamic urban setting, serves a multigenerational 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."

SECTION 1: SUMMARY OF PLAN FOR IMPROVING CULTURAL DIVERSITY

The diversity of the students, faculty, and staff of Coppin State University has been the source of creativity, student success, and innovative accomplishments throughout the institution's history since it was founded in 1900. Diversity has evolved to be among the defining features of Maryland's past, present, and future in terms of the variety of personal experiences, values, and worldviews that arise from cultural differences and circumstances. The differences valued at the University include race, ethnicity, gender, age, religion, language, abilities and disabilities, sexual orientation, gender identity, socioeconomic status, and geographic region. Since the core mission of the Coppin State University, like an urban, Historically Black College/University (HBCU), is to serve the interests of the State of Maryland by producing top graduates with a diversity portfolio of experiences, it must seek to increase and maintain diverse among its students, faculty, and staff.

CSU enrolls 1,757 undergraduates and 249 graduate students for a total enrollment of 2,006. The institution has a second-year retention rate of 59% and a six-year graduation rate of 22%. The average age of all students is 26, and of those students, 41% are from Baltimore City alone, and 66% are from Baltimore City and Baltimore County. The remaining students are from surrounding states such as Pennsylvania, New York, New Jersey, Virginia, and the District of Columbia.

CSU achieves and supports cultural diversity through strategic programming related to the inclusion of those racial and ethnic groups and individuals who 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), ability or disability, marital status, sexual orientation, and military status. Cultural diversity and inclusion are central to the institution's mission, which "fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development."

The Cultural Diversity Plan

Coppin State University's Cultural Diversity, Equity, and Inclusion Plan is a living document that aligns with the institution's strategic priorities, which is inclusive of increasing enrollment and enhancing the student experience. The plan will be revised to coincide with the university's strategic plan goals, which is projected to undergo revisions throughout the spring semester of 2023. Each year, the academic and administrative units provide an update related to the institution's priorities, which align with the institution's diversity and inclusion goals. University strategic goals related that support diversity and inclusion are aligned to and include the following:

- **Goal 1 - Become a University of Choice**
- **Goal 2 - Improve the Holistic Development and Completion Rates of Our Students**
- **Goal 3 - Strengthen Our Brand and Reputation as a Leader in Urban Higher Education**

- **Goal 4 - Become a Greater University at Which to Work**
- **Goal 5 - Enhance Our Teaching and Research Excellence**

Measures and Projected Outcomes for Enrollment

As it relates to the revised strategic goals, the institution will examine various measures related to increasing diversity and inclusion. As it relates to enrollment, retention, and graduation, plans to improve all the rates are currently in progress. Success has been realized as Coppin has maintained a solid 2-year retention rate and has increased its 6-year graduation rate significantly by six percentage points. However, there is a major initiative in progress that involves the president's six-point enrollment plan. The impact of the plan is expected to have positive results on diversity, equity, and inclusion, and ultimately, student success.

Coppin State University's Enrollment Plan Coppin States University developed a six-point enrollment plan conducting a comprehensive analysis of enrollment data. The review included an examination of primary markets, which includes undergraduate, graduate, and transfer students. The six-point enrollment strategy is a multi-year plan to guide Coppin's efforts to enhance recruitment, retention, community relations, and student success. Coppin will continue to operationalize and evaluate its plan by:

- Expanding enrollment goals by geographic markets (in/out of state), student academic paraments, and school board/systems MOU agreements; and by
- Aligning resources strategically to achieve desired enrollment goals by utilizing HBCU settlement funds and CSU need-based funds to create scholarships and mitigate financial barriers of recruitment and enrollment. Finally, CSU continues to partner with the Information Technology Division to assess and examine how to best leverage technology.

Essential to enrollment growth is retention. In March 2023, the University officially opened all remaining units within the new Eagle Achievement Center (EAC). The Center will provide essential services such as advisement, veterans affairs, student accessibility, career services, diversity, equity, and inclusion activities, counseling, and other essential student support services.

<u>Description of Metrics and Plan Process for Enhancing Diversity</u>

A part of the university's strategic planning process requires the campus leadership, which includes the President and Cabinet, to review KPIs related to metrics related to the institution's strategic goals. Those metrics, which also include several measures that impact diversity and inclusion, are a part of the review process and other standards and are used for improvement by campus administrators. In addition, the Diversity and Inclusion Committee is charged with regularly monitoring the plan and looking for ways to improve diversity-related initiatives. The committee is also charged with assisting units with the development, assessment, and reporting of activities for public consumption. Lastly, the committee monitors the results and makes recommendations to the campus administration to support programs with selected metrics, so they do not fall short of unit-level or institutional goals.

Key personnel also serve on the Diversity and Inclusion Committee, including the Assistant Vice President for Planning and Assessment and the Director of Sponsored Research and Programs.

As a sample measure, the committee met in the fall of 2022 to discuss options for increasing fundraising and other financial gifts to support scholarly research and activities to produce a more significant share of graduates and scholars of minority descent. The committee will continue to meet twice a semester or as recommended by the administration.

Other key metrics to be reviewed twice a semester by the DEI Committee include the following:

- Retention and Graduation Rates. The institution regularly monitors the 2nd year retention rates and 6th year graduation rates for all students disaggregated by race/ethnicity.
- Student Assessment of Experience. This is conducted via the National Survey of Student Engagement (NSSE), which provides a snapshot of several metrics. Key to DEI include a welcoming institutional environment and metrics related to the number of interactions with diverse faculty.
- Race/Ethnicity of students, faculty, and staff. These data are collected annually and provide the number and percentage of each group by male and female.
- Enrollment by dual enrollments, new freshmen, continuing students, including grad students, and transfers.

These metrics are monitored to ensure that goals within the implementation plan align with the university's strategic goals are being met.

SECTION 2: DESCRIPTION OF ACTIVITIES TO INCREASE DIVERSITY

Several programs, strategies, and initiatives have contributed to a culture of diversity and inclusion at the university. While there is a greater awareness of efforts across the campus and in the community, there is still room for improvement. However, increasing awareness and building on an existing structure is attributable to the following programs:

Student Initiatives

- **Safe Space Training**. This program is conducted by the Counseling Center for Student Development in conjunction with residence life and student activities. A variety of safe spaces are provided where students, faculty, and staff may come together to discuss issues related to diversity and inclusion, such as understanding LGBTQIA students and their experiences while contributing to the academy. The residence halls can hold 600 students annually who have opportunities for participation.
- **Curricular Requirements**. Each year, through Freshman Seminar, first-year students are afforded several opportunities to know the University's climate and how they may become contributors on a variety of academic issues. Diversity and inclusion are topics that are taught to incoming students who are required to write a reflection paper for academic credit and then share it during in-class lecture sessions.
- **LGBTQ Initiatives** – The university continues to provide several programs and services for members who self-identify as part of the LGBTQ community. Activities are continuously woven throughout the curriculum at Coppin. For example, faculty and staff members regularly hold brown bag seminars and hosts events within the resident halls and in classroom space on topics of interest to certain individuals. The events are well-attended. Additionally, faculty send out notices regarding information sessions and

activities to be held on campus. Several of these faculty members are on the committee to explore the design and implementation of a Center for Diversity, Equity, and Inclusion on campus.

- **Summer Academic Success Academy (SASA)** - The Summer Academic Success Academy is an intensive, six-week campus-based residential program that prepares students to transition from high school to college. 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, contributing to diverse enrollment trends. The Summer Academic Success Academy enrolls students from multiple varied socioeconomic backgrounds. It provides them with opportunities to engage with faculty, staff, and administrators from various racial and ethnic compositions and those who have diverse instructional and research experiences. SASA was not held last year due to the COVID-19 pandemic as this is traditionally a campus-based initiative and residential cohort program.
- **Eagle Achievement Center (EAC)**. The EAC is a new learner-centered initiative that will contribute to all students' recruitment, retention, and graduation efforts on campus. Students are consistently involved in activities and have direct contact with various support services, including professional and peer academic coaching, math, and writing centers, mentoring, intrusive advising, and establishing freshman and sophomore learning communities. The EAC also provides expanded services to support students' participation in internships and other activities directly related to career support and development.

Faculty Initiatives

- **Faculty Recruitment**. Coppin's unique geographic location within the Baltimore City limits makes it an attractive environment for faculty to have careers in an urban setting while focusing on instruction, research, and service to the university. Overall, faculty members find the campus to be a welcoming environment. The university makes every effort to advertise in diverse publications to ensure that individuals in the country and worldwide would have access to job opportunities with the university. These publications include but are not limited to the Washington Post, the Chronicle of Higher Education, Diverse Issues, Latinos in Higher Education, LinkedIn, HigherEdjobs.com, and other publications that can reach remote areas. A recent survey conducted by ModernThink informed the university of the need to continue monitoring and increasing efforts for faculty who want to enhance engagement in DEI-related initiatives.
- **Diverse Academic Program Inventory.** The university currently has 62 academic programs, some of which are offered fully online, while others are face-to-face or hybrid modalities. There are 33 bachelor's, 14 master's degrees, 14 certificates, and one doctoral program. Faculty are being recruited to assume the positions of other faculty who are no longer at the institution due to retirements or other types of separations. The program inventory is not only increasing in its attractiveness and ability to serve a diverse set of students but also to faculty who want to seek employment at Coppin within the current and new academic programs. In addition to the degree programs, new articulation agreements have been formed with several higher education institutions, such as with Anne Arundel Community College promoting a smooth transition into Coppin's programs in Criminal Justice, Social Science, and Sociology programs; with Johns Hopkins Hospital for placement of Nursing students in clinicals; partnership with

Kennedy Krieger Institute to support Social Work majors with placement in practicum and internships; updated Articulation Agreements with BCCC for Business and Nursing; Affiliation Agreement Med Star Health to support students in health care, a new partnership with University of Maryland, Baltimore on Maryland Higher Education Commission Collaborative.

- **Online Training to Expand Student Access.** With the assistance of the USM Kirwan Center for Academic Innovation, faculty members were able to receive support for delivering courses in a virtual modality, which included course design and support for virtual labs using Labster. While the university was already making use of some of these platforms, they were new to most faculty who requested training.

Staff and Administrator Initiatives

- The Office of Human Resources (HR) offers a variety of workshops to all segments of its personnel that support cultural diversity and inclusion. These workshops are offered regularly and are available to all campus community members at least twice per year. Workshops include sensitivity training, managing diverse staff members, customer service, and conflict resolution. The workshops are conducted with the Information Technology Division, Academic Affairs, and Finance and Administration.

- **Professional Development for Staff and Administrators** by all units on campus conducted by Human Resources on such topics as Unconscious Bias and other routine workshops held, which are open to the campus community:
    - Training given for University Search Committees on the Do's and Don'ts of the Interview Process which included the inclusiveness and unbiased criteria for candidate selection.
    - The Office of Human Resources services offered through our EAP, Guidance Resources, provides counseling, support, and a safe space to help employees manage problems including microaggressions, discrimination, and finding their voice.
    - The Office of Human Resources works collaboratively with Humanim, a non-profit organization that allows individuals from marginalized communities who face social and economic challenges to work at the university.
    - SkillSoft, an online learning and development tool for faculty and staff, has numerous DEI offerings that are easily accessible for training, such as Your Role in Workplace Diversity and Understanding Unconscious Bias.

- **Annual Campus-Wide Events.** Several events include the annual Constitution Day, which encourages students to become leaders within the community. The Annual Martin Luther King, Jr. Day is a speaker series and recognition ceremony open to the campus and the local community. The event recognizes leaders who have made noteworthy contributions to diversity. There are also annual town halls on Race, Culture, History, and Crime, which provide the campus community with opportunities to participate in lecture series and other activities that promote cultural diversity.

SECTION 3 - DESCRIPTION OF EFFORTS TO INCREASE POSITIVE INTERACTIONS AND CULTURAL AWARENESS

Diversity, Equity, and Inclusion Committee
The Diversity, Equity, and Inclusion Committee at Coppin State University is a university-wide committee charged with the annual collection and reporting of DEI-related programs and initiatives. Each year, the committee solicits data and information from sources such as the Office of Institutional Research and critical units, which have representation. Key representatives are from the Office of Human Resources, the Assessment Office, Institutional Research, Housing, Student Activities, Sponsored Programs and Research, and Academic Affairs. The committee meets twice a semester to assess progress towards initiatives described in the annual USM report and, where necessary, makes recommendations to the campus.

The committee also participates completing and disseminating of the annual USM report on Cultural Diversity initiatives.

Special DEI Committee for the Creation of a Center
The Office of the President and Office of the Provost & Vice President for Academic Affairs collaborated in AY 2021 to appoint a special committee to provide guidance on the creation of a Center for Diversity, Equity, and Inclusion. The committee is comprised of faculty who were appointed to provide research and determine the feasibility of such a center. Since fall semester of 2021, the committee has conducted necessary research that includes more detailed descriptions and definitions of diversity, equity, and inclusion, definitions for the campus community, a description of the center to be created, and roles and responsibilities of key players, and a proposed budget for conducting its work. The center will play a vital role in its students' recruitment, retention, and graduation and contribute to a campus climate where essential constitutions such as students, faculty, staff, and administrators may be positively impacted.

SECTION 4: DESCRIPTION OF EMERGING POPULATIONS

The university has noted that an emerging group in which to pay close attention is minority women. While the institution enrolls a lower count of male students, female students have always had the larger share of headcount enrollment at Coppin. Typically, the mix of male to female students is 25% to 75% respectively. This number has been consistent over the past ten years. Therefore, the university recognizes opportunities to create special support programs for the predominant amount of female students such as expanding childcare functions, enhancing academic leadership and opportunities among students, and finally, direct enrollment efforts on growing this viable student population.

APPENDIX I.

CSU CULTURAL DIVERSITY PLAN AND INCLUSION STATEMENT

Diversity, Equity, and Inclusion Statement
(Adopted 2019)

The diversity of the students, faculty, and staff of Coppin State University has been the source of creativity, student success, and innovative accomplishments throughout the institution's history since it was founded in 1900. Diversity has evolved to be among the defining features of Maryland's past, present, and future in terms of various personal experiences, values, and worldviews that arise from cultural differences and circumstances. Such differences, valued at the university include race, ethnicity, gender, age, religion, language, abilities and disabilities, sexual orientation, gender identity, socioeconomic status, and geographic region. Since the core mission of the Coppin State University, like an urban, Historically Black College/University (HBCU), is to serve the interests of the State of Maryland by producing top graduates with a diverse portfolio of experiences, it must seek to increase and maintain diversity among its students, faculty, and staff. Coppin has consistently demonstrated a compelling interest in ensuring that people from all backgrounds perceive that access to education and equal opportunity is possible for talented individuals from all groups.

The leadership of Coppin State University agrees to the following tenants of diversity:

- Diversity is integral to the university's achievement of excellence and can enhance the ability of the institution to accomplish its academic mission.
- Diversity aims to broaden and deepen both the educational experience and the scholarly environment as students and faculty learn to interact effectively, preparing them to participate in an increasingly complex and global society.
- Ideas, and practices based on those ideas, can be made richer by being born and nurtured in a diverse community. The pluralistic university can model a process of proposing and testing ideas through respectful, civic participation and engagement.
- Educational excellence that indeed incorporates diversity thus can promote mutual respect and make possible the full, effective use of the talents and abilities of all to foster innovation and train future leadership.

Through the annual work and contributions of the university's Diversity and Inclusion Committee (DEI Committee), Coppin State University renews its commitment to the full realization of its historic promise to recognize and nurture merit, talent, and achievement by supporting diversity and equal opportunity in its education, services, and administration, as well as research and creative activity. The university monitors these results in the program's activities and strategies it supports to ensure that diversity and inclusion education and awareness continuously remove of barriers to the recruitment, retention, and advancement of talented students, faculty, and staff from historically underrepresented multigenerational populations. These initiatives are also a part of the university's strategic goals for each academic and non-academic unit. An excerpt from the mission statement (approved in 2019) states that "Coppin State University, a historically black institution in a dynamic urban setting, serves a multigenerational student population, provides innovative educational opportunities, and

promotes lifelong learning. The university fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development."

CSU Diversity Implementation Plan – AY 2022-2023

I. Implementation Plan and Strategy for Meeting Goals
Timeline: 2020-2025

Coppin State University's Cultural Diversity, Equity, and Inclusion Plan is a living document that aligns with the institution's strategic priorities, which is inclusive of increasing enrollment and enhancing the student experience. The plan will be revised to coincide with the university's strategic plan goals, which is projected to undergo revisions throughout the spring semester of 2023. Each year, the academic and administrative units provide an update related to the institution's priorities, which align with the institution's diversity and inclusion goals. University strategic goals related that support diversity and inclusion are aligned to and include the following:

- **Goal 1 - Become a University of Choice**
- **Goal 2 - Improve the Holistic Development and Completion Rates of Our Students**
- **Goal 3 - Strengthen Our Brand and Reputation as a Leader in Urban Higher Education**
- **Goal 4 - Become a Greater University at Which to Work**
- **Goal 5 - Enhance Our Teaching and Research Excellence**

Measures and Projected Outcomes for Enrollment

As it relates to the revised strategic goals, the institution will examine various measures related to increasing diversity and inclusion. As it relates to enrollment, retention, and graduation, plans to improve all the rates are currently in progress. Success has been realized as Coppin has maintained a solid 2-year retention rate and has increased its 6-year graduation rate significantly by six percentage points. However, there is a major initiative in progress that involves the president's six-point enrollment plan. The impact of the plan is expected to have positive results on diversity, equity, and inclusion, and ultimately, student success.

Coppin State University's Enrollment Plan Coppin States University developed a six-point enrollment plan conducting a comprehensive analysis of enrollment data. The review included an examination of primary markets, which includes undergraduate, graduate, and transfer students. The six-point enrollment strategy is a multi-year plan to guide Coppin's efforts to enhance recruitment, retention, community relations, and student success. Coppin will continue to operationalize and evaluate its plan by:

- Expanding enrollment goals by geographic markets (in/out of state), student academic paraments, and school board/systems MOU agreements; and by
- Aligning resources strategically to achieve desired enrollment goals by utilizing HBCU settlement funds and CSU need-based funds to create scholarships and mitigate financial

barriers of recruitment and enrollment. Finally, CSU continues to partner with the Information Technology Division to assess and examine how to best leverage technology.

Essential to enrollment growth is retention. In March 2023, the University has plans to officially open all remaining units within the new Eagle Achievement Center (EAC). The Center will provide essential services such as advisement, veterans affairs, student accessibility, career services, diversity, equity, and inclusion activities, counseling, and other essential student support services.

Other strategies, activities, and programs follow:

Strategic Use of Institutional Aid/Tuition Differential

The university received additional need-based institutional aid from the State in FY 23. The strategic use of the aid impacted students enrolled at Coppin State University by allowing them to cancel or decline large student loans, register early for the winter-semester, advancing their degree completion. Also, the funds supported students with transportation, housing, and personal needs. The total dollar amount awarded to 67 new and continuing students to date is $536,000.00. Any remaining dollars will be used to support student progression-related initiatives at the institution. Consistency with Capital Planning Reporting Coppin State's Capital Planning Department solicits enrollment data from the Institutional Research Department as part of the annual process to complete the annual Space Guidelines Application Program (SGAP) submission. This ensures that the enrollment projections in the SGAP submission are consistent with Coppin State's annual 10-year enrollment projections submitted to the University System of Maryland.

Regional Centers Growth

CSU has an agreement in place with the University System of Maryland (USM) Hagerstown to offer the B.S. in Sport Management and the B.S. in Health Information Management. Plans are in progress to offer additional programs at the Centers. The College of Business has been collaborating with Southern Maryland to offer the B.S. in Data Science, which is currently receiving internal and external approvals from both agencies. Although it is likely the program will be approved during the current academic year, the impact on CSU's enrollment is likely to occur during the spring 2024 and fall 2024 semesters, in part, due to marketing, recruitment, and finalizing administrative procedures.

The collection of strategies, activities, and programs are expected to have a positive impact on enrollment growth over the next ten years as the university anticipates growth will occur across all levels of the student body as investments are made to support students' success. Alignment to the USM's Strategic Plan In support of the USM's Strategic Plan, Coppin State is committed to the following:

*USM Strategic Plan Goal 1.1 - Attracting, retaining and graduating more Maryland stu*dents at the undergraduate and graduate level. CSU is committed to regaining, stabilizing, and growing our in-state and out-state freshman, transfer, and graduate student numbers as articulated demonstrated in our projections. Retention of existing students and recruitment of new students are essential elements of its recruitment strategies.

USM Strategic Goals 2.1 and 2.2 - Increasing enrollment and improving transfer pathways. Coppin continues to promote transfer pathways by building upon existing and adding new articulation agreements. For example, an arrangement with CCBC allows guaranteed admissions for students who meet the criteria and as a result, go on to graduate with an associate degree. Also, since the inception of the Transfer Success act, additional agreements are in progress. Finally, the use of Quottly addresses processes, barriers, and the enrollment process for incoming transfer students.

USM Strategic Goals 3.2 & 3.3 - Expanding the number of graduates in fields critical to Maryland's economy -- STEM, Cyber, Teaching, and Health Care; and diversifying and strengthening Maryland's knowledge workforce. The USM Board of Regents Committee on Education Policy and Student Life recommended to the full Board, approval of a new B.S. in Cybersecurity Engineering. The program is expected to be implemented fall 2023.

USM Strategic Goals 5.1 & 5.6 - Increasing the diversity of our students while also ensuring that USM's HBCUs have an ambitious set of enrollment management and student success strategies. Coppin State will remain committed to growing the campus community in a way that promotes inclusion and diversity. Core to its history and mission, Coppin's projections reflect growth in attracting, retaining, and graduating diverse, aspiring students. Furthermore, the institution is favorably reviewing a proposal to create a Center for Diversity, Equity, and Inclusion.

Second-Year Retention and Six-Year Graduation Rates

		Retention Rates			Graduation Rates			Enrolled
Cohort Year	Cohort Size	2nd Year (N)	3rd Year (N)	4th Year (N)	4-Years or Less (N)	5-Years or Less (N)	6-Years or Less (N)	7th Year
2016	383	66% (254)	44% (167)	36% (138)	9% (34)	16% (63)	**22% (83)**	4% (17)
2017	383	63% (242)	47% (180)	39% (149)	9% (36)	20% (77)	. .	.
2018	389	70% (272)	50% (195)	38% (148)	10% (39)	. .	. .	.
2019	428	65% (277)	44% (189)	34% (145)	0%. .(2)	. .	. .	.
2020	291	57% (166)	39% (114)	. .	. .	. .	. .	.
2021	172	**59% (101)**	. .	. .	. .	. .	. .	.
2022	**332**	. .	. .	. .	. .	. .	. .	.

CSU Office of Institutional Research, April 2023

Coppin State University has established projections for the following measures and will monitor annually the following:

To achieve for 2022-2023 retention rates of:

- Second Year Retention Goal = 68%
- Third Year Retention Goal = 55%
- Fourth Year Retention Goal = 42%

To achieve for 2022-2023 graduation rates of:

- Four- Graduation Rate = 14%
- Six-Year Graduation Rate = 33%*
  (USM, 2021 provides a 31% rate; Institution provides a rate of 30%)

USM 10-Year Enrollment Projections
Fall 2022 – Fall 2032

Fall Headcount Projections

Fall Student Data	Actual											Change From Fall 2022 - Fall 2032	
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	Number	Percent
Headcount Total	2,006	2,100	2,163	2,271	2,339	2,410	2,482	2,557	2,632	2,711	2,793	787	139.2%
Undergraduate Total	1,757	1,839	1,894	1,989	2,049	2,111	2,174	2,239	2,306	2,375	2,447	690	139.3%
Full-time	1,335	1398	1439	1511	1557	1604	1652	1701	1752	1805	1859	524	139.3%
Part-time	422	441	455	478	492	507	522	538	554	570	588	166	139.3%
Grad./First Prof. Total	249	261	269	282	290	299	308	318	326	336	346	97	139.0%
Full-time	75	79	81	85	87	90	93	96	98	101	104	29	138.7%
Part-time	174	182	188	197	203	209	215	222	228	235	242	68	139.1%
FTDE or FTNE Students	1,332	1,395	1,437	1,508	1,554	1,600	1,648	1,698	1,749	1,801	1,855	523	139.2%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.											Change From FY 2023 - FY 2033	
Total University FTE Students	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	Number	Percent
	1,637	1,713	1,765	1,853	1,908	1,966	2,025	2,085	2,148	2,212	2,279	642	139.2%
Subtotal FTE University Centers	0	0	0	0	0	0						0	
U at Shady Grove FTE												0	
Hagerstown FTE												0	
Southern Maryland FTE												0	
Towson University Northeast (TUNE)												0	
Other (Please Specify)												0	

FISCAL YEAR Enrollment Targets

	Est.											Change From FY 2023 - FY 2032	
	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	Number	Percent
Total New Students (Credit Only)**	877	904	948	978	1,006	1,036	1,067	1,100	1,132	1,166	1,201	324	136.9%
New Graduate Students	77	80	83	86	88	91	94	97	99	102	105	28	136.4%
New First-time, Full-time UG	421	434	455	469	483	498	512	528	544	560	577	156	137.1%
New MDCC Transfer Students UG	233	240	252	260	267	275	284	292	301	310	319	86	136.9%
New Other Transfer Students UG	52	53	56	58	60	61	63	65	67	69	71	19	136.5%
New Other UG Students (Specify)	94	97	102	105	108	111	114	118	121	125	129	35	137.2%
New Other Graduate (Specify)												0	
Other (Please Specify)												0	

Office of Institutional Research, 4/2023

Measures and Projected Outcomes for a Welcoming Environment

The institution will examine various measures related to increasing diversity and inclusion by providing a welcoming campus environment. As it relates to CSU Diversity Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus, the University Diversity and Inclusion Committee will commit to regular monitoring and reporting of measures annually that include but are limited to the following:

1. Number of participants, by student, faculty, and staff type, including race and ethnicity participate in annual campus events such as town halls or scheduled diversity training conducted by the Office of Human Resources.
2. Outcomes of survey results that capture positive interactions and cultural awareness among students, faculty, and staff. Surveys, such as the National Survey of Student Engagement (NSSE) is used annually to assess the value-added to the students' experience from diverse experiences with other students, faculty, and staff.

Student Diversity Comparisons – Race / Ethnicity

Race / Ethnicity	Base: 2008-2009				2020-2021				2021-2022				2022-2023			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
A.A./Black	3473	85.70%	722	2751	1,899	90.39%	385	1,514	1,720	81.87%	361	1,359	1,607	80.11%	331	1,276
Am. Ind. Alaska Native	4	0.10%	2	2	6	0.29%	1	5	7	0.33%	1	6	7	0.35%	2	5
Asian	10	0.20%	0	10	7	0.33%	1	6	8	0.38%	3	5	10	0.50%	3	7
Hisp./Lat.	17	0.40%	8	9	75	3.57%	23	52	52	2.48%	15	37	55	2.74%	17	38
White	90	2.20%	25	65	40	1.90%	21	19	34	1.62%	16	18	24	1.20%	11	13
Nat. Am. Pac. Islander	0	0.00%	0	0	1	0.05%	0	1	2	0.10%	0	2	2	0.10%	0	2
Two or More Races	0	0.00%	0	0	70	3.33%	23	47	55	2.62%	18	37	33	1.65%	15	18
Foreign	0	0.00%	0	0	215	10.23%	64	151	171	8.14%	53	118	185	9.22%	61	124
Not Identified	457	11.30%	139	318	35	1.67%	7	28	52	2.48%	19	33	83	4.14%	26	57
TOTAL	4051	100%	896	3155	2348	112%	525	1823	2101	100%	486	1615	2006	100%	466	1540

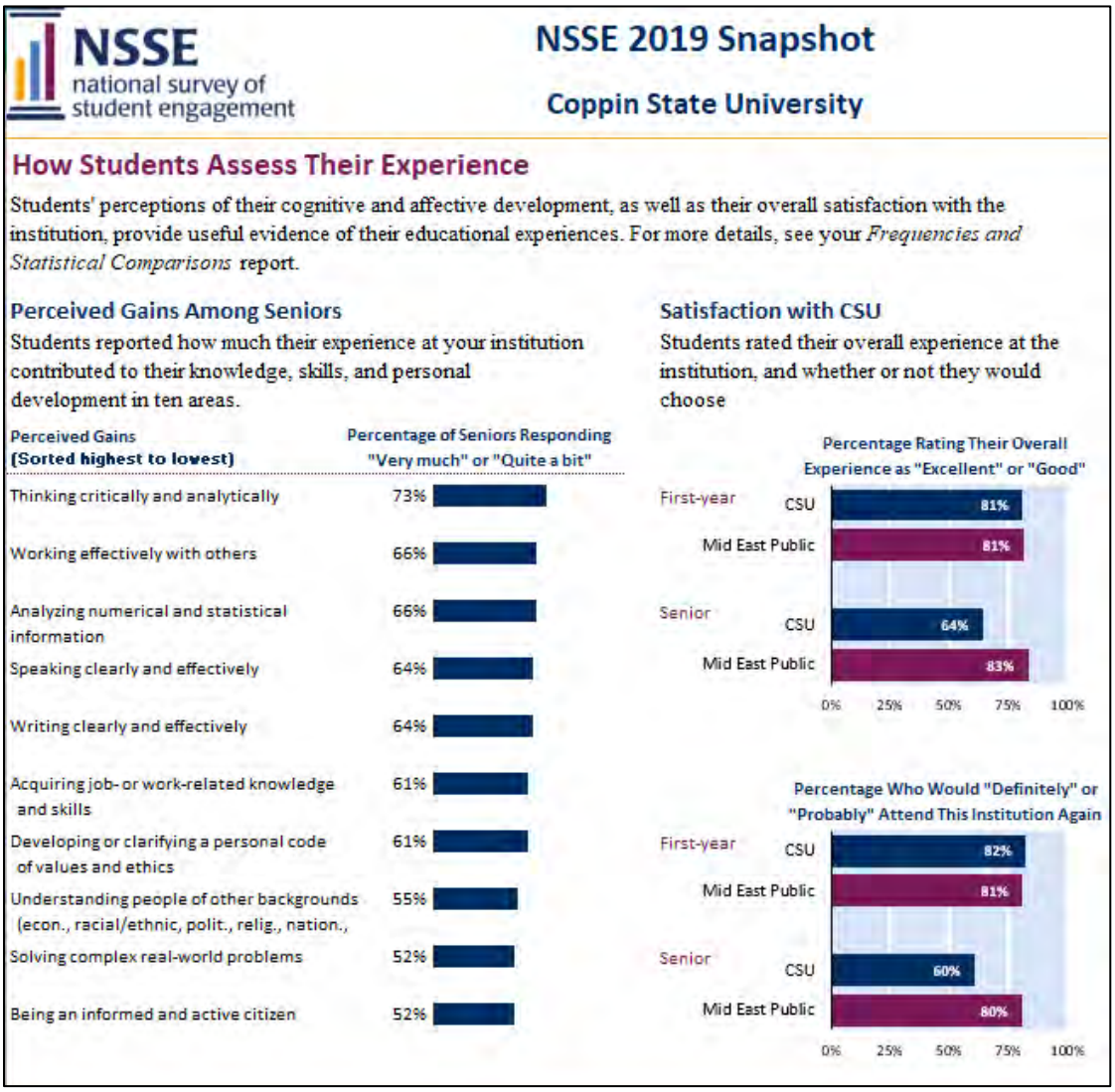
Faculty Diversity Comparisons – Race /Ethnicity

Race / Ethnicity	Base: 2008-2009				2020-2021				2021-2022				2022-2023			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
A.A./Black	410	92%	148	262	177	79.73%	60	117	162	72.97%	57	105	162	75.70%	55	107
Am. Ind. Alaska Native	0	0%	0	0	1	0.45%	0	1	1	0.45%	0	1	0	0.00%	0	0
Asian	13	3%	9	4	17	7.66%	10	7	17	7.66%	10	7	16	7.48%	10	6
Hisp./Lat.	2	0%	1	1	3	1.35%	2	1	3	1.35%	2	1	3	1.40%	3	0
White	20	4%	12	8	32	14.41%	25	7	26	11.71%	19	7	20	9.35%	17	3
Nat. Am. Pac. Islander	0	0%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0
Two or More Races	0	0%	0	0	3	1.35%	2	1	3	1.35%	2	1	3	1.40%	2	1
Foreign	0	0%	0	0	10	4.50%	6	4	10	4.50%	5	5	10	4.67%	6	4
Not Identified	2	0%	0	2	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0
TOTAL	447	100%	170	277	246	100%	104	142	222	100%	95	127	214	100%	93	121

Staff Diversity Comparisons – Race / Ethnicity

Race / Ethnicity	Base: 2008-2009				2020-2021				2021-2022				2022-2023			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
A.A./Black	241	80%	91	150	262	80.86%	90	172	268	82.72%	88	180	250	80.91%	84	166
Am. Ind. Alaska Native	0	0%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0
Asian	13	4%	10	3	15	4.63%	10	5	16	4.94%	11	5	14	4.53%	8	6
Hisp./Lat.	1	0%	0	1	6	1.85%	4	2	7	2.16%	4	3	8	2.59%	3	5
White	37	12%	27	10	25	7.72%	16	9	26	8.02%	15	11	28	9.06%	18	10
Nat. Am. Pac. Islander	0	0%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0
Two or More Races	0	0%	0	27	3	0.93%	1	2	1	0.31%	1	0	3	0.97%	1	2
Foreign	0	0%	0	0	7	2.16%	5	2	6	1.85%	4	2	6	1.94%	4	2
Not Identified	0	0%	4	4	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0

National Survey of Student (NSSE) Survey Results



A part of the university's strategic planning process requires the campus leadership to review KPIs related to metrics in the plan. This process remains unchanged for 2023. Those metrics, which also impact diversity and inclusion, are a part of the review process and will be noted as needed attention or improvement by campus administrators. Furthermore, the Diversity and Inclusion Committee is charged with regularly monitoring the plan and looking for ways to improve diversity-related initiatives. The committee is also charged with assisting units with the development, assessment, and reporting of activities for public consumption. Lastly, the committee monitors the results and recommends to the campus administration support programs

with selected metrics, so they do not fall short of unit-level or institutional goals.

Key personnel also serve on the Diversity and Inclusion Committee, including the Assistant Vice President for Planning and Assessment and the Director of Sponsored Research and Programs. In March 2021, the committee met to discuss options for increasing fundraising and other financial gifts to support scholarly research and activities to produce a more significant share of graduates and scholars of minority descent. The committee will continue to meet twice a semester or as recommended by the administration.

FROSTBURG STATE UNIVERSITY

FROSTBURG STATE UNIVERSITY

One University. A World of Experiences.

Cultural Diversity Program
Annual Progress Report 2022-2023
Prepared by the Office for Diversity, Equity, and Inclusion

April 2023

Submitted to the:

University System of Maryland

2022-2023
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY
ANNUAL PROGRESS REPORT

Institution: Frostburg State University **Date Submitted:** April 10, 2023

Point(s) of Contact (names and email addresses): Robin Wynder
rwynder@frostburg.edu

This report follows the University System of Maryland guidelines for the 2022-2023 Annual Progress Report on Frostburg State University's Cultural Diversity Program:

- Section 1: A Summary of the Institution's Plan to Improve Cultural Diversity
- Section 2: A Description of Efforts to Increase the Numerical Representation of Multiple Traditionally Underrepresented Groups
- Section 3: A Description of Efforts Designed to Create Positive Interactions and Cultural Awareness Among Students
- Section 4: A Description of Emerging Populations that are Currently Underrepresented in Higher Education
- Section 5: If needed, a description of other initiatives that are central to the cultural diversity plan that are not captured in Sections 2, 3, and 4

- Appendix 1: Frostburg State University's Cultural Diversity Plan
- Appendix 2: USM Addendum

Section 1: A Summary of Frostburg State University's Plan to Improve Cultural Diversity

Frostburg State University's Cultural Diversity Plan (see Appendix 1) is currently under review and will be updated by the beginning of AY 2023-2024. As part of this update, the University Council on Diversity, Equity, and Inclusion (UCDEI) has developed a ten-goal plan (see below), which was approved by the President's Executive Cabinet in 2021, builds upon previously existing initiatives, and provides suggestions for additional initiatives to continue to improve cultural diversity on campus. The UCDEI has been tasked with selecting five action priorities to address each year in an effort to meet these annually reviewed and updated goals by AY 2024-2025.

In AY 2022-2023, the UCDEI formed five work groups, each tasked with addressing one of the goals. Other stakeholders are included in the implementation process, as appropriate. The individual working groups meet as needed to implement their goal, and the full council meets monthly to report on progress and make adjustments, as necessary. The full council holds a retreat in January and August to re-evaluate progress on previously established goals and determine what steps need to be taken to complete any goals that were not achieved by the established due date (i.e., June 30th each academic year). At the end of each academic year, a report on progress is submitted to the university's governing bodies and the President's Executive Cabinet. The end-of-year report is then posted to the UCDEI webpage.

Goal One: Acknowledge the Past and Revisit History to Prevent Future Institutional Racism

Action Priorities:

- Continue research on the Brownsville community, archive findings in the FSU Ort Library, and exhibit them in the Adams Wyche Multicultural Center (AWMC).
    - *Progress:* Students in the Introduction to African American Studies course began conducting researching during the spring 2023 semester, with students from other departments (e.g., English and History) who have been part of the process in previous semesters. UCDEI is also working with some of the Brownsville community descendants to retain a forensic historian.
- Renovate the Brownsville Community Lincoln School building and create the AWMC, which will showcase art that captures the history of the Brownsville community.
    - *Progress:* Interior renovations were completed in the spring of 2023 and exterior renovations will commence in the summer of 2023. A ribbon cutting ceremony is scheduled for May 2023 and the building will be ready for occupancy beginning in the fall of 2023. The AWMC will serve as a centrally located facility for the development and expansion of innovative and meaningful life experiences for all students at Frostburg State University. Its programs are intended to enhance cultural diversity on campus, in the community, and in the region.
- Compile data on the desegregation efforts started in 1969, when Frostburg State University hired Mr. William and Mrs. Atkinson.
    - *Progress:* Students in an African American Studies course began research in the spring of 2023 The project will culminate in the spring of 2025.

- Develop a land acknowledgement statement for the FSU campus, to be submitted to the President's Executive Cabinet for approval in the fall of 2023.

Goal Two: Lift Minoritized Voices

Action Priorities:

- Conduct periodic campus climate surveys and focus groups.
    - *Progress:* A campus climate survey and focus groups were conducted in the fall of 2020. The survey will be re-administered, and focus groups will continue on a periodic basis.
- Identify and publish action plans, based on the results of the 2020 campus climate survey.

Goal Three: Continue to Prevent Racism in the Campus Culture

Action Priorities:

- Review data from existing plans and identify areas in need of improvement.
- Build action steps, based on results of the 2020 campus climate survey.
- Confer with the Office of Human Resources to determine if bias complaints are addressed in the annual employee evaluation process.
- Improve student services by identifying ways to accommodate English as a Second Language (ESL) students and families.
- Provide workshops for faculty and staff addressing topics such as biases, microaggressions, and how to build increasingly inclusive curricula.
    - *Progress:* workshops have been conducted both virtually and in-person for faculty, staff, and students, and will continue to be offered annually.
- Provide additional equity and inclusion leadership training to faculty, students, and staff.
- Provide additional faculty training regarding required accommodations for student with disabilities.

Goal Four: Critically Examine Student Conduct and Discipline Data

Action Priorities:

- Review student conduct and discipline data, highlighting any areas of concern.
- Provide bias training for staff completing student conduct referrals, including appropriateness of reporting to police to raise awareness.
- Create a hate/bias response team.

Goal Five: Diversity and Inclusion in Campus Policing

Action Priorities:

- Encourage alumni to apply for FSU police department positions.
- Encourage additional professional development opportunities.

Goal Six: Devise a Comprehensive Strategy for Commitment to Preventing Racism

Action Priorities:

- Incorporate UCDEI and other DEI initiatives into employee's daily responsibilities.
- Review and make more specific UCDEI's mission, vision, and core values.
- Add diversity and inclusion as an action item in the University's Strategic Plan.
- Further incorporate diversity and inclusion into professional development opportunities.
- Promote the Adams Wyche Multicultural Center as a place for all groups to grow their cultural competence.

Goal Seven: Establish a Black History Resource Center

Action Priorities:

- Develop a plan for sharing and communicating student and staff histories, organizations, and artistic expressions.
- Include A Black History Resource Center in the design of the Adams Wyche Multicultural Center.

Goal Eight: Disaggregate Student Success Data to Improve Minority Student Persistence

Action Priorities:

- Explore the feasibility of hiring an external reviewer to disaggregate student success data in an effort to improve upon minority student retention and graduation rates.

Goal Nine: Engage in Intrusive Outreach to Students of Color

Action Priorities:

- Incorporate intrusive communication/learning initiatives with the campus community into the Adams Wyche Multicultural Center's mission and goals.
- Develop procedures for reporting, investigating, and responding to hate/bias complaints as part of the Adams Wyche Multicultural Center's objectives.

Goal Ten: Build a Cultural Commitment to Eliminating Racism

Action Priorities:

- Include diversity and inclusion trainings as part of employees' annual evaluation goals.
    - *Progress:* Completion of required workshops and training were first included in annual evaluations and reflected with merit pay in 2022.
- Demonstrate institutional commitment to and investment in the Adams Wyche Multicultural Center.

Section 2: Description of Efforts to Increase Frostburg State University's Numerical Representation of Traditionally Underrepresented Groups

Students

In the spring of 2022, Frostburg developed a Strategic Enrollment Plan that focuses on efforts to engage campus stakeholders in improving the recruitment of Latino students. Additionally, efforts were made to identify and reduce barriers to admission (e.g., application fees) for underrepresented populations. As part of these efforts, FSU participated in the Common App Direct Admission pilot program.

Administrative staff and faculty

The Office of Human Resources has worked closely with each of the three colleges and various departments/divisions on campus to not only recruit but also retain traditionally underrepresented groups among faculty and staff. One such effort was a collaboration with the College of Business to hold the annual Employee Development and Leadership Series for FY 2023 with a cohort of nine (9) staff members who met monthly for leadership and development sessions. This initiative has proven instrumental in furthering employee advancement into leadership roles/ positions and increasing employee morale/ satisfaction. A fundamental goal of this program is to build the skills required to manage and lead an increasingly diverse workforce and assist in fostering an inclusive workplace environment characterized by fairness, understanding, and mutual respect and civility.

Section 3: Frostburg State University's Efforts Designed to Create Positive Interaction and Cultural Awareness Among Students, Faculty and Staff on Campus

Faculty and staff training programs

Faculty were encouraged and staff were required to complete *LinkedIn Learning* DEI modules (six for non-supervisory employees and nine for supervisors) covering a variety of topics, including *Leading Inclusive Teams*, *Unconscious Bias, Skills for Inclusive Conversations*. Additional training is offered through the Office of Human Resources and the Center for Teaching Excellence throughout the year.

Open to all campus community members, the Office of Diversity, Equity, and Inclusion coordinates the National Coalition Building Institute (NCBI) two-and-a-half day training on *Leadership for Diversity* every two-to-three years. The train-the-trainer session consists of a series of incremental, experiential activities that fine-tune the leadership skills necessary to build inclusive environments and increase cultural competence. Participants also learn the NCBI *Controversial Issue Process*, which

demonstrates how to move hotly contested issues forward by listening to the heartfelt concerns on all sides and reframe the debate in a way that builds bridges and does not divide. The training was last offered in April 2022, with a total of 37 participants and two facilitators. Additionally, the ODEI has worked with the Office of Human Resources to provide workshops and training on inclusive leadership to employee development leadership cohorts (approximately 11 participants).

Curricular initiatives that promote cultural diversity in the classroom

In addition to previously existing initiatives, two new curricular programs were approved in AY 2022-2023: a Social Justice track in the Philosophy major and a Diversity and Leadership upper division certificate in the College of Business' Diversity and Management minor.

Co-curricular programming for students

There continue to be numerous opportunities for students to engage in co-curricular activities and programming that provide positive interaction and cultural awareness for students. During the AY 2022-2023 the annual Leadership Retreat and Social Justice Summit provided opportunities for students to engage with faculty and staff during an intense weekend experience to increase awareness surrounding issues of diversity, equity, and inclusion. Students were encouraged to develop action plans to assist them in being agents of positive change on campus. "Times Talks" - a bi-weekly session involving students, faculty, and staff - examines a selected article from the New York Times and provides participants with the opportunity to engage in dialogue around "hot topics". When participants of diverse points of view share their thinking, it allows all participants to utilize skill sets and engage effectively in difficult conversations in a civil manner that demonstrates respect and appreciation for diversity of thought. These sessions in the fall and spring semesters are led by staff from the Office of Civic Engagement; the Office of Diversity, Equity, and Inclusion; and the executive director of the J. Glenn Beall Jr. Institute for Public Affairs. Between February 2022 and February 2023, 14 in-person and three virtual sessions were offered.

Each winter break, a diverse group of students (including members of the President's Leadership Circle) volunteer to travel and help rebuild a community in need of significant help. Previous examples include trips to Louisiana, Texas, and New Jersey to help with rebuilding efforts following devastating storms. These Alternative Breaks are fully immersive and highly organized service trips for students that allow them to make a direct impact on a community while learning more deeply about the issues surrounding that specific community and the larger world in general.

Section 4: Emerging Populations that are Currently Underrepresented in Higher Education

Beginning in the spring of 2023, FSU developed a Strategic Enrollment Plan that called for the formation of a workgroup focused on recruitment and retention of Latino students. Comprised of faculty, staff, students, and alumni, this workgroup reviews data and identifies short- and long-term efforts that will create a stronger sense of belongingness to improve retention for Latino students (e.g., culturally familiar food options) and has identified alumni volunteers to help with recruitment of families where Spanish is their first language. Most recently, Frostburg experienced year-over-year enrollment increases with first-year Latino student enrollment, with fall 2021 increasing by 10 students and fall 2022 increasing by 6 students. Additionally, for fall 2023, Frostburg has seen a 29% increase in Latino first-year applicants and a 68% increase for Latino transfer applicants.

Appendix 1:
Frostburg State University's Cultural Diversity Plan
Prepared by the Office for Diversity, Equity, and Inclusion

USM Goal 1: Increase the Numerical Representation of Traditionally Underrepresented Groups among Students, Administrative Staff, and Faculty.

FSU's Diversity Goal 1: **Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students**			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. **Strategies are numbered followed by their Action Priorities.**	**Metrics to measure how progress of each initiative/strategy is being evaluated**	**Data to demonstrate where progress has been achieved/ indicators of success**	**Areas where continuous improvement is needed**
FSU 1.1: Enhance marketing and recruitment efforts that target underrepresented students. Intentionally and effectively market to and recruit underrepresented population through communication channels.	The amount of student data available to provide tailored communication. The number and percent of communications tailored and specialized for underrepresented students. The number and percent of underrepresented students reached by communication. The proportion of underrepresented students compared to the total population.	Throughout the year, we have re-implemented our CRM to improve our communication capabilities. We have integrated all student data components of the application, parent information and financial aid demographic information. This large undertaking will allow us to identify and effectively communication to underrepresented populations. Additionally, communication on gender inclusive housing has been implemented into our communication.	Continue to investigate other avenues and opportunities to ensure that the makeup and size of the first-year class meets the university's goals. Seek out new communication strategies to increase knowledge of counselors in minority markets. Seek out partnerships that align with the university's goals.

Engage campus stakeholders to improve the recruitment of Latino students.	Growth in the number of Latino applicants. Growth in the number of partnerships with community-based organizations (CBO) that support Latino students. Increases in retention of Latino Students	Through the development of the Strategic Enrollment Plan beginning in Spring 22, it called out the formation of a workgroup focused on the recruitment and retention of Latino students. This workgroup is comprised of faculty, staff, students, and alumni. The group is reviewing data and identifying short- and long-term efforts that will create a stronger sense of belongingness to improve retention for Latino students, (like more food choices that culturally familiar), and alumni volunteers to help with recruitment of families where Spanish is their first language. In fall 21, the enrollment of Latino student increase by 10 and in fall 22, the Latino student enrollment increased by 6. FSU experience year over year enrollment increases. Additionally, for fall 23, we have seen a 29% increase in Latino first-year applicants and 68% increase for Latino transfer applicants.	
Identify and reduce barriers to admission for underrepresented populations.	Proportion of minority students who accepted direct admission offer. Number of minority students who enroll after being offered admission.	According to data compiled by CommonApp, many underrepresented populations do not apply to colleges because of the fees associated or perceptions they face through the application process. CommonApp developed a Direct Admission pilot program. Participating in the pilot program allowed us to offer direct admission to 2,814 students, most of them being underrepresented students. While we do not have final enrollment numbers, we anticipate an increase in enrollment of underrepresented students. Of the students who accepted the direct admission offer, 81.7% are in a racial minority.	

FSU 1.2: Familiarize high school students, teachers, and administrators from selected areas with the University's programs and services. Strengthen partnerships with organizations that support underrepresented students and help students access FSU campus.	The number of established partnerships/MOUs	Annually host the College Bound Foundation on campus to discuss recruitment and retention opportunities for Baltimore City students. Partner on campus group visits and get FSU students engaged in the visit experience. Attended end of year Principal's retreat to spread awareness of FSU with Baltimore City Public schools. Annually revisit the MOU with College Bound Foundation and identify opportunities for enhancement.	
FSU 1.3: Enhance college-readiness programs and promote them to minority and first-generation students. Continue programs designed to prepare underrepresented students for postsecondary education at FSU.	FSU programs designed to prepare underrepresented students for postsecondary education at FSU.	The Student Support Services (SSS) program included 47 first-time full-time students in the fall 2020 cohort. Retention rates into the third semester are: 45/47= 96% for the entire group 31/33= 94% for the minority subgroup, and 27/29= 93% for the African American subgroup. The SSS program included 78 first-time full-time students in the fall 2015 cohort. Six-year graduation rates are: 57/78 = 73% for the entire group 44/63 = 70% for the minority subgroup and 38/54 = 70 for the African American subgroup.	
Provide additional academic support for underrepresented high school students from Allegany, Garrett, Washington, Montgomery, Anne Arundel, Prince Georges, and Frederick counties and Baltimore City.	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.		

FSU 1.4: Increase the number of underrepresented students who transfer to FSU from community colleges.			
Review data to understand the barriers underrepresented transfer students fac specific to Frostburg. Identify recruitment opportunities and marketing communication to support efforts to increase enrollment of underrepresented students.	The number of transfer students applied to FSU from minority groups.	Fall 22 saw a decline in racial minority students who applied to the university ultimately resulting in lower enrollment. However, fall 23 has more minority applicants currently than total for fall 22.	Investigate additional methods to ensure the makeup and size of the transfer student class meets the university's goals.

FSU's Diversity Goal 2: **Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students**			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. **Strategies are numbered followed by their Action Priorities.**	**Metrics to measure how progress of each initiative/strategy is being evaluated**	**Data to demonstrate where progress has been achieved / indicators of success**	**Areas where continuous improvement is needed**
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. 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.	Second-year and six-year graduation rates for underrepresented students at Frostburg State University.	During spring 2022, the Center for Academic Advising and Retention (CAAR) advisors piloted the Academic Pathways Program (APP I) for first-year students on academic probation. The program consisted of a required introductory meeting, completion of an academic recovery plan, bi-weekly, one-on-one meetings with assigned University Advisor, and academic alert/midterm warning interventions. Of the 90 students in APP I, 43 completed the semester in compliance (satisfied program requirements, while 47 were non-compliant). Compliant students earned a mean GPA of 2.252, while non-compliant students earned a 1.08. Compliant students completed almost 12 credits in the spring, while non-compliant students only completed four. While this program did not lead to a reduction in first-year students dismissed for poor performance, we posted a five-year high retention rate for first-year students on academic probation. We retained 54% of the Fall 2021 cohort of probation- as compared to retaining only 45% of the Fall 2020 cohort of probation students.	Continue to expand dual advising model.

Implement new programs to enhance student success: Continue to expand the scope of the Academic Success Network scope, Academic Pathways Program (APP) for students on academic probation and warning. HelioCampus, and Navigate student platform, including a revised and improved Academic Alert System.		FSU is in the second year of implementation of the dual advising model, which was an action item of the Excellence in Academic Advising (EAA) self-study. Students are assigned both a CAAR University Advisor as well as a Faculty Mentor from within an academic department. Following fall registration appointments, over 20% of the first-year class completed a survey with responses on a five-point Likert scale, with 5 indicating the highest level of agreement. Results: *My University Advisor treated me with respect: 4.98. My University Advisor listened to my concerns and questions: 4.97. My questions and concerns were addressed by my University Advisor*. FSU launched EAB's navigate student success platform in August 2022. Our Academic Alert System shifted from the Beacon platform that did not allow for efficient notetaking, data collection, etc. All students with an alert now receive a tailored email with call-to-action directives and campus support resources. Some alerts, more serious in nature, rise to the level of a case. Opened cases are assigned to Faculty Mentors and University Advisors and include excessive absences and classroom behavioral concerns. University Advisors also monitor the accumulation of alerts by students and intervene accordingly. During Fall 2022 semester, 368 alerts were submitted and 144 rose to the level of a case. University Advisors make three attempts to reach out via text and email to students with cases for face-to-face meetings.	Improve faculty utilization of the Academic Alert System.
TRIO Student Support Services (SSS) is a federally funded program aimed at increasing retention, academic success, and graduation rates among students who are first-generation, are low-income, and/or have a documented disability. Traditionally, students who meet one or more of these criteria face more barriers than other students during their educational experience and are less likely to persist and graduate.	SSS staff members use Student Access, a database designed specifically for TRIO Student Support Services programs to record all contact with students. The reporting features in Student Access allow the staff to run reports based on appointment type, participant, and/or advising code to track the services and type of contact we have had with students. At the beginning of each semester, SSS participants complete a goal and needs assessment. SSS staff and participants spend time discussing their goals and creating action plans to ensure goal achievement.	• In 2021-2022, SSS served 194 minority students: o 179/194 (92%) persisted to the next academic year o 176/194 (91%) were in good academic standing • In 2021-2022, SSS served 255 first-generation college students: o 235/255 (92%) persisted to the next academic year o 236/255 (93%) were in good academic standing	

TRIO SSS works to help students develop the necessary skills to overcome these potential barriers and have success throughout their collegiate career and beyond. This is achieved through working with the student to establish an individualized plan highlighting the student's needs and goals and then working to address them. Standard areas of service for TRIO SSS include academic skills/study strategies, financial literacy, university-specific advising, career counseling, and financial aid guidance. Through addressing these core areas, TRIO SSS assists students in overcoming barriers to their education as they pursue their four-year degree. Although SSS is not limited to minority students, many minority students participate in the program. At least two-thirds of the participants must be first-generation students.	Throughout the semester, SSS staff and students regularly evaluate progress toward goal achievement and make adjustments to goals where necessary. SSS staff use an internal spreadsheet and PAWS to track enrollment for the next semester and provide frequent communication and support to get students registered who have not yet registered. The Registrar's Office creates a midterm warning report of all SSS participants who receive a midterm warning each semester, which is then used to develop intervention plans for students for the second half of the semester. At the end of each semester, the SSS staff record data for each participant on an End of Semester Summary spreadsheet. Staff check semester GPA, cumulative GPA, credits earned, enrollment status for the next semester, academic standing, incomplete grades, failing grades, and various other important indicators. To ensure that adequate progress is being made toward specific major and general education program requirements, SSS staff regularly check the 'academic requirements' section on each student's PAWS page. SSS staff maintain a graduation date report where they more closely track the progress of participants as they near their graduation date.		

FSU's Diversity Goal 3: **Enhance the Cultural Diversity of Faculty and Staff**			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. **Strategies are numbered followed by their Action Priorities.**	**Metrics to measure how progress of each initiative/strategy is being evaluated**	**Data to demonstrate where progress has been achieved / indicators of success**	**Areas where continuous improvement is needed**
FSU 3.1: Expand efforts to attract and retain eminently qualified minority faculty and staff.			Continuous recruitment, not only when there are openings.
Establish working relationships with doctoral granting HBCUs throughout the United States with similar demographic population and geographic location.	The number of minority faculty and staff at Frostburg State University.	The University's workforce consisted of 876 full and part-time employees (324 faculty; 552 staff members).	
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.		Females are employed at a rate of 53.10% (465) and are represented in100% of all administrative offices and academic departments. Minorities are employed at a rate of 30.08% 9 (up from 12%). The University's workforce is comprised of Black/ African American 6.70 (59- up from 40). White employees represented 87.20% (764) of the University's workforce.	Maintain professional networks and make note of potential candidates from underrepresented groups.
Utilize The REGISTRY, a national database of diverse and strategic candidates seeking ladder-rank employment as faculty members at institutions of higher education.		Since the beginning of 2020 all external jobs that qualified as national searches to HigherEdJobs, which includes a Diversity and Inclusion package, most successful source in recruiting diverse candidates and faculty members seeking ladder-rank employment. HigherEdJobs sends all of our job postings to approximately 345, 000 candidates as part of their Diversity and Inclusion outreach and mailing list.	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.

USM Goal 2: ***Create Positive Interactions and Cultural Awareness among Students, Faculty, and Staff on Campus***

***FSU's Diversity Goal 4*: Create a Campus Environment that Promotes the Valuing of Cultural Diversity**			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: • **faculty and staff cultural training programs.** • **curricular initiatives that promote cultural diversity in the classroom.** • **co-curricular programming for students.**	**Metrics to measure how progress of each initiative/strategy is being evaluated**	**Data to demonstrate where progress has been achieved / indicators of success**	**Areas where continuous improvement is needed**
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. FSU's Office for 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.	FSU's *Office for Diversity, Equity, and Inclusion* programs and activities to engage students, faculty, and staff in experiences targeting instruction and training on cultural sensitivity.	• The Annual FSU Social Justice Summit was held during the fall 2022 semester. Forty (40) students and eight (8) staff and one (1) guest facilitator participated in this year's retreat for a total of forty-nine (49) participants. This event provided FSU students with the opportunity to increase their awareness surrounding issues of diversity, equity, and inclusion.	To increase the effectiveness of reaching and impacting first year students beginning in 2023-2024 academic year, efforts will be made to enlist student leaders to present in the workshops.

		Action plans developed during the weekend will assist them in being agents of positive change on campus. Several of the retreat staff were trained DEI facilitators through the National Coalition Building Institute (NCBI) Leadership for Equity and Inclusion Train-the-Trainer. These individuals are committed to serving as DEI facilitators on campus. The participants were of diverse age, academic class, gender, race, sexual orientation identities. The staff were all Black and/or Hispanic allowing the student participants a unique opportunity to interact and question Black and Brown staff about a variety of DEI issues and experiences. There was greater follow-up with individual students and stronger connections formed with constant communications about relevant programming and opportunities on campus. Additionally, several of the participants and staff continue to deepen their connections through individual meetings and interactions. • In 2022-2023 UCDEI experienced a significant shift in its membership with a reduced number of students participation (down from 50% to 31%) of the council membership. This is a reflection of an across the board reduction in student participation in co-curricular activities. The council has attempted to continue its work in 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. These goals support those of the university's cultural diversity plan. • During the 2022-2023 academic year the UCDEI continued to its work on the "10-Point Plan to Create a Socially Just Campus" Five of those actions items were set as action priorities for 2021-2022: 1) Continue to develop plans for the Adams/Wyche Multicultural Center. 2022-2023 Progress: The renovation of the interior of the building has been completed and the next step is exterior renovation.	Beginning fall 2023, this requirement will be extended to transfer students.

		The building will be in full use by Fall 2023. 2) Researching the appropriateness and effectiveness of a Land Acknowledgement Statement for the FSU Campus. 2023 Progress: The council will make a recommendation to the governing bodies by the end of the 2022-2023 academic year. 3) Increase transparency of the work of UCDEI. Progress The council's communication workgroup has been working to update the DEI website. A summary of the Campus Climate Survey has been posted on the website. The 10-pt plan report has been written and posted on the website. 4) Continue to host DEI focus groups, workshops, and trainings for the entire campus community. Progress: Faculty and staff were required to complete LinkedIn Learning DEI modules by March 31, 2022; completion was reflected in annual evaluations and considered in merit pay. • A *#Bobcats Against Bias* campaign was held spring '22 which included workshops on racial healing; avoiding spreading misinformation with the use of memes in social media; social media and civility. Thirty-one (31) students, faculty, and staff participated in a 2.5-day DEI leadership development- National Coalition Building Institute Leadership for Equity and Inclusion Train-the-Trainer. 5) Create a hate/bias response team to process hate/bias complaints/ incidents and provide investigative training for team leader. Progress: One staff member has completed the investigator training and two more are scheduled to complete the training by the end of the spring 2022 semester. A draft of a hate/bias incident policy and procedure was established in spring 2022. The university council, provost and senior DEI officer worked throughout the fall 2022- spring 2023 year to identify and make needed adjustments to the policy and procedure.	

Continue the work of the University Council on Diversity, Equity, and Inclusion.	FSU *University Council on Diversity, Equity, and Inclusion (UCDEI)* – 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.		UCDEI will continue to develop plans for the Multicultural Center, including a yearly schedule of activities and events to increase positive interactions, awareness and appreciation of cultural diversity.
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.	*Office of Gender Equity* 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.	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. The office has been actively engaged in implementing its mission by: • Providing an equitable, safe, and inclusive environment for all students through the coordination of activities intended to oversee prevention, education, response, and assessment of sexual misconduct, gender-based harassment, intimate partner violence, and stalking. • Assessing student perceptions and experiences of gender-based harassment and violence through the biennial *Campus Climate Survey*. Survey data from fall 2021 shows continued increases in positive responses about students' perceptions concerning their university experience, including increased engagement in the campus community and a higher sense of being valued as individuals. • Providing recommendations in light of State and Federal expectations and best practices.	Allocation of sufficient resources for sustainable prevention, response, outreach, and compliance.

Plan and implement activities to prevent gender-based harassment, sexual violence, intimate-partner violence, and stalking based on research and best-practice information.	Programs planned and implemented to prevent gender-based harassment, sexual violence, intimate-partner violence, and stalking based on research and best- practice information.	The Campus Climate Subcommittee of the University's Council for Diversity, Equity and Inclusion worked to include action items in the "10 Point Plan to Create a Socially Just Campus". Additionally the required for all first-time students to complete Sexual Assault Prevention for Undergrads continues utilizing an online educational platform designed by Vector Solutions. The one-hour curriculum serves as the mandatory population-level training required by the U.S. Department of Education and the University System of Maryland to address gender-based harassment and sexual assault prevention. All first-year 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. All faculty and staff were required to complete Harassment and Discrimination Prevention; an online platform designed by Victor Solutions. The 90-minute program discusses the methods employees can use to 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.	

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.	Partnerships with other institutions in the University System of Maryland to increase the number of underrepresented minorities pursuing graduate school.	FSU's partnership with the University of Maryland College Park, TRiO Academic Achievement Program's McNair Scholars has enrolled 86 students since its inception, in 1991 with 35% of the participants being males. The six-year graduation rate for these students has been nearly 100%. The 2020-2021 cohort included five students, one African American and American Indian female and one African American male. The 2021 McNair recruitment session drew five interested students. FSU's new 3+3 BS in Chemistry/ Pharm.D. with UMES will leverage UMES's status as a HBCU to provide increased access to students of color who want to become pharmacists. FSU developed new accelerated Master of Environmental Management degree with UMES. This degree will prepare students for public policy and sustainability management careers. The program has a stated goal of increasing the diversity of students pursuing these careers. Initially, it will be open only to FSU's undergraduate student population, and students of a variety of majors will be able to matriculate.	Identify funding to support FSU students' participation in activities hosted at partner institutions. Continue to host McNair recruitment sessions at FSU. Highlight McNair student achievements at FSU Undergraduate Research Symposium. Continue development of unique interinstitutional programs to increase diversity of graduate enrollment. Maintain inclusion of DEI in re-envisioned GEP.
Sustain the University's curricular programs designed to promote the understanding of cultural diversity.	The University's curricular programs that promote the understanding of cultural diversity	*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. Student Learning Assessment related to the *Appreciation of Cultural Identities* GEP goal shows that students continue to achieve at or above the desired benchmark on all assessment dimensions each year. New Learning Goals for a re-envisioned GEP include DEI principles: Global Cultures and Perspectives and Personal and Civic Responsibility and Engagement. The African American Studies Program and the Women's Studies Program, through courses in the GEP, provide students with opportunities to explore elements of the world and U.S. History which are often overlooked by developing an understanding of the rich and complex African and African American heritage, and the impact of women and gender in a diverse society, respectively.	Continue to support and develop relevant academic programs and coursework promoting diversity, equity, inclusion, and justice.

		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. The International Studies Major and the Global Business Concentration in the Business Administration Major provide interdisciplinary coursework across multiple departments related to the exploration of other cultures and societies. These programs utilize a great number of Identity and Difference courses in their requirements and electives. *The Foreign Languages and Literature program* (Spanish Major and Minor, French Minor) provide introduction to Spanish and French language and culture (SPAN 250 and FREN 250) as well as upper-level courses taught in French and Spanish about art, history, literature, and culture of countries and regions that speak these languages. *Two new curricular programs were brough online in AY 2022-2023*: • Social Justice Track in the Philosophy Major • Diversity and Leadership Upper Division Certification in the College of Business Diversity and Management Minor	

FSU's Diversity Goal 5: Promote the Understanding of International Cultures			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: • **faculty and staff cultural training programs.** • **curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students.** **Strategies are numbered followed by their Action Priorities.**	**Metrics to measure how progress of each initiative/strategy is being evaluated**	**Data to demonstrate where progress has been achieved/indicators**	**Areas where continuous improvement is needed**
FSU 5.1: Share campus-wide programs and specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty The Center for International Education's (CIE) goal was to increase international student enrollment through the development of a new cooperative program with our international partner, Hunan university of Technology and Business (HUTB).	*The CIE has a formal agreement with the program details outlined and a roster of HUTB student participants.* *The CIE creates and maintains spreadsheets which include the data for all international students during the spring and fall semesters. We are able to calculate an increase in international student enrollment from the previous year.*	The CIE currently has an Economics/ Finance program in which 353 students were enrolled February 2022-February 2023. FSU now has an agreement with HUTB for a Graphic Arts program which we have currently recruited 114 students. The plan is for these students to begin taking classes with our FSU professors, in China, starting later in 2023.	

FSU 5.2: Develop programs and organizations to promote students' intercultural understanding and diversity awareness through experiential exposure to global topics.			
Plan and implement student abroad programs conducted or sponsored by the university.	The presence of study abroad opportunities for students and the level of participation in those programs	During the year 2020-2021, zero FSU students participated in study abroad programs due to the pandemic. Looking forward, study abroad numbers are continuing to increase.	
Organize and implement recruitment activities for students to study abroad.	The presence of recruitment activities designed to encourage students to participate in study abroad.	To encourage students to study abroad, the CIE engaged in the following recruitment activities in FY 2020: • Conducted classroom visits • Hosted bi-annual study abroad and international fairs • Planned bi-weekly information sessions with prospective and former study abroad students to share experiences • Held information tables in the Lane University Center • Provided presentations to multiple Greek organizations • Promoted study abroad at admissions open house events to encourage prospective students to get excited about FSU and plan for their future study abroad opportunities.	
Create additional faculty-led study abroad experiences for FSU students as this is a growing trend for student interest across the nation.	The presence of study abroad opportunities for students and the level of participation in those programs.	During the 2022 academic year, six FSU students participated in study abroad programs. This was an increase of participants compared to the previous year of zero, due to the pandemic. FSU allowed students to start traveling overseas again during the Fall 2021 semester. We anticipate continued growth in the coming year.	
	The presence of recruitment activities designed to encourage students to participate in study abroad.	The CIE engaged in the following recruitment activities in 2022- Conducted classroom visits/ Hosted bi-annual study abroad and international fairs/ Planned bi-weekly information sessions with prospective and former study abroad students/ Organized information tables in the Lane University Center/ Provided presentations to multiple Greek organizations/ Promoted study abroad at admissions open house events/ Provided multiple presentations in various residence halls.	

	The presence of faculty-led study abroad opportunities for students.	Although our faculty-led trips were canceled the previous year, we are gaining more interest from faculty members to take students overseas. The CIE collaborated with four professors in 2022 to organize trips that will take place in 2024-2025.	
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.	Presence of international experience for student members of the President's Leadership Circle.	The students in the President's Leadership Circle did not participate in a service-learning trip to Uganda this year due to COVID-19 and funding. The circle continues to meet with the campus leadership. There will be an Around the World program with food from various areas in the world that include Spain, Germany, Kenya, Italy and Australia. Some of the PLC members have aided in the planning of the event.	Promote a more consistent use of the University's Leadership Competency Model to assess the student learning outcomes of the experiential learning opportunities provided to the PLC members. Provide a direct source of funding to continue the international, intercultural experience.

SALISBURY UNIVERSITY

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

Salisbury University is committed to increasing the cultural diversity of our campus community. In her State of the University Address, Dr. Carolyn Ringer Lepre spoke about the university's plan to "diversifying SU's student body to better reflect Maryland's demographic makeup, and to seek out more diverse faculty and staff." She also announced that SU will be creating a campus-wide diversity, equity and inclusion (DEI) plan; working to diversify faculty through new hires; and seeking to advance research related to DEI and social justice. There is also a plan to hire a Vice President for Belonging, Diversity, and Inclusion, the first time there will be a cabinet level administrator dedicated to Diversity, Equity, Inclusion, and Belonging.

Climate Study: A university-wide assessment of learning, living and working at Salisbury University was conducted to understand the current climate that exists at SU. This campus climate study provided the opportunity for members of the campus community to describe their personal experiences and observations and offer suggestions for change to help enhance the campus climate at SU.

Expanded Staff in the Office of Diversity and Inclusion (ODI): This fall Vanice Antrum was hired as the Director of Multicultural Affairs and Robert Chin as the Program Administrative Specialist. Additionally, SU announced its intention to hire a Vice President of Diversity, Equity and Inclusion in 2023.

Inclusive Excellence Strategic Plan: The development of the plan is in progress and will capture themes to develop a strategic approach related to advancing diversity, equity and inclusion at Salisbury University. The plan is being developed to accomplish integration of inclusive excellence into all aspects of university operations, foster a sense of shared responsibility and better monitor progress to goals.

A description of efforts to increase the numerical representation of multiple traditionally underrepresented groups

The ODI is in the search process for a Coordinator of Student Diversity Recruitment & Retention. The primary role of the coordinator will be to "Develop and implement strategic marketing and programming, with a cultural lens, to support the recruitment and retention of undergraduate students from diverse backgrounds."

Through the efforts of the ODI's Powerful Connections, Disability Resource Center's DRC STARS, College Assistance Migrant Program (CAMP), and TRiO Bridge Programs, the university has multiple opportunities to provide undergraduate students with transitional support resources that focus on the intersections of their identities. In the past, these programs have operated individually, but this upcoming academic year, the four programs will host some joint activities to allow students to engage with other diverse students at the institution. The goal is to build intersectional relationships across the programs' cohorts.

Next year, SU plans to implement a new special housing concept titled IDEAA (Inclusion, Discovery, Equity, Allyship & Advocacy). Students interested in learning from and engaging in programs and dialogue focused on complex issues centered in equity, justice, and inclusion are invited to sign up to live in the IDEAA Special Interest Housing Community. As a resident of this community, students will have the opportunity to explore various aspects of their own identities, the intersections of those identities, as well as help to shape the conversation on Equity and Inclusion at SU.

Directors of the Office of Diversity and Inclusion and the Disability Resource Center facilitated informational sessions at the University's Admitted Student Day events to provide families with a better understanding of the offices and programs in place to ensure that students have an inclusive experience at Salisbury University.

The Fulton School of Liberal Arts, Enrollment Management, the Office of Diversity and Inclusion, the College Assistance Migrant Program, TRiO Student Support Services, and the Organization of Latin American Students have developed a partnership to discuss how we can increase the enrollment and engagement of Latinx students at Salisbury University. This committee is representative of the multiple aspects of the Latinx student experience at SU and meets regularly to discuss ways that we might better reach the increasing Latinx population on the Delmarva Peninsula. Some of this work includes sponsoring the Culture Fest and Festival Latino during Latinx heritage month as well as attendance at events hosted by the community that provide resources to the Delmarva Latinx community.

SU is an active member of Maryland's AGEP PROMISE Academy Alliance, an NSF-funded program to develop, implement, self-study, evaluate and disseminate a state system model to transform the hiring practices and career success of tenure-track historically underrepresented minority faculty in biomedical sciences. RISE UPP A $10 million grant has been funded by the National Science Foundation (NSF) to replicate the high-impact initiative, AGEP PROMISE Academy, nationally. The Alliance will assist the University of Texas System, Texas A&M University System, and University of North Carolina System in creating programs similar to AGEP PROMISE Academy.

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

Faculty & Staff

- Salisbury University has developed a comprehensive plan to support diversification of the faculty and equity in faculty careers. In addition, the Office of the Provost has revised the Faculty Handbook to a more user-friendly format available online.
- A faculty workgroup examined expectations and rewards for faculty DEI work to promote equity in faculty careers and to recognize and reward DEI-related work by all faculty. Their report and recommendations are currently pending with the Faculty Senate for consideration and include specific expectations for and examples of DEI activity in teaching.
- The ODI recently launched the ODI Faculty Fellows. The Fellows will work in partnership with the staff in ODI to ideate solutions that will lead to a more inclusive campus environment.
- In-Person Training Pilot: The ODI has a pilot group of faculty and staff members to participate in a soft launch of an in-person training series titled, *Every Person, All Day, Every Day: Diversity and Inclusion Initiatives.* This training will be based around passages from the book, Everyday Bias: Identifying and Navigating Unconscious Judgements. The series is comprised of 5 training modules that we will go through over a 5-week period. Participants will then provide feedback to ODI in preparation for a campus-wide rollout.

- MOSAIC: The Mosaic Mentoring Program provides support to new faculty with the goal of retaining and supporting the success of all faculty. Mentors are from a diverse group of individuals with 'different ranks, ages, genders, races, skills and experiences.'
- College of Health and Human Services – Justice, Equity, Diversity, and Inclusion Committee: This year, the committee provided the Intercultural Development Inventory (IDI) for faculty and staff in the CHHS. As a part of this initiative, faculty and staff completed the IDI and had individual and group reflection with a trained consultant. The consultant also visited Salisbury in the Spring semester for an in person professional development session. At the completion of this semester, over 30% of the faculty and staff in the CHHS will have completed the inventory and personal or group debrief of their results.
- Several SU faculty presented at or attended the 7th Annual Culturally Responsive Teaching & Learning Conference.
- Salisbury University is an institutional member of the National Center for Faculty Development & Diversity (NCFDD) and scores of faculty have taken advantage of available resources.
- More than 50% of new tenure-track faculty hires starting at SU last fall were from historically underrepresented or racial minority groups (some of these were international faculty as well).
- Center for the Advancement of Faculty Excellence (CAFE) was launched to support faculty success and inclusion. Programming for inclusive pedagogy and universal design have been emphasized.
- At least two representatives from the university will be attending the National Conference on Race and Ethnicity
- All SU schools and colleges have established faculty and/or student advisory groups on Diversity & Inclusion.
- Althea Pennerman (Early & Elementary Education) and colleagues at Coppin State U. won a $4.1M award from the U.S. Department of Education for their Pathways to the Professions program which aims to increase teacher diversity and student success in high-need urban and rural schools across Maryland.
- Jill Caviglia-Harris (Dept. of Economics & Finance and Dept. of Environmental Studies) won the 2022 Diversity, Equity, and Inclusion Award from the Agricultural & Applied Economics Association's (AAEA) Committee of Women in Agricultural Economics. Jill also won the Association of Environmental & Resource Economics' (AERE) 2022 Distinguished Service Award for her leadership of the AERE Scholars Program. Both of these awards celebrate her sustained and significant contributions to mentor and supporting a more diverse and inclusive field of economics.
- Yuki Okubo (Dept. of Psychology) who was awarded the 2022 Distinguished Mentor Award from the American Psychological Association's Society for the Psychology of Women, Section V (Psychology of Asian Pacific American Women).
- Student Affairs created *Social Justice Award* that recognizes a Student Affairs staff member, department, or group who has engaged in activities outside the framework of their regular responsibilities to help create and foster a Salisbury community that is equitable and inclusive.

Students

- The Accelerated Mentoring Program (AMP): AMP is a comprehensive professional development program for students majoring in Psychology who have interests in social justice and anti-racism topics. AMP integrates a mentored community-based participatory-action research experience with intensive professional development using e-portfolio. The program targets People of Color and/or from traditionally underrepresented backgrounds.
- The School of Social Work's Communidad and Umoja Scholarship Program (CUSP) is a leadership development and mentoring program designed to enhance the training of full-time, master-level social work students who show a propensity for culturally responsive practice and leadership. The CUSP targets, but is not limited to, students of color pursuing a Master of Social Work degree at SU. Applicants must identify a commitment to working with communities of color as their focus and be dedicated to seeking employment in the field after graduation.
- Henson Belonging Study: In mid-November 2022, 270 Henson students participated in a Qualtrics survey with four measures (24 items with 5-level Likert-scale). A student's sense of belonging is an important predictor of engagement, success, and retention in STEM programs. The goal of this survey was to measure student sense of belonging in the Henson STEM community, to find out what has fostered a sense of belonging, and to find out what can be improved.

Cross Population Engagement

- Civic Reflection Program: Through our Institute for Public Affairs and Civic Engagement, Salisbury is working to build and support a network of student facilitators trained in civic reflection. As a group-oriented conversation approach, it can have a profound impact on how people talk across difference, providing a deeper understanding of one's own choices and values, and a forum to better understand the diverse perspectives of others. These reflections include participants from all aspects of the campus community and are an embedded experience for all new SU students as a part of the New Student Orientation.
- General Education Model Update: SU's new General Education model is well underway with a plan to launch in Fall 2024. The new model includes a required course in DEI-related content (as well as Civic Engagement and Environmental Sustainability) (For details on Student Learning Outcomes please see Appendix 2).
- Annual Anti-Racism Summit: SU strives to be a leader in addressing structural oppression and institutional racism in many organizations and communities. The Anti-Racism Summit is part of a broader institutional effort to be intentional about talking about racism and its effects on SU and organizational systems in general. The annual summit hosted in the Spring semester usually includes guest presenters, panel discussions, topical sessions, etc.
- Justice and Equity Forum: The Justice and Equity forum highlights research, teaching, community engagement and campus initiatives focused on issues of power, justice and equity in work and the world. Participants engage in roundtable conversations about university and community initiatives that address justice and equity across schools, disciplines, campuses and the broader Eastern Shore region. Presentations range from approaches to teaching and learning, to community engagement initiatives, to research projects in the fields of education, social work, health and human services, and more. This is a partnership between Salisbury University and the University of Maryland Eastern Shore.

- Cultural Diversity Inclusion Consortium Committee: The purpose of the committee is to assist campus leadership in weaving the diversity strategy throughout the University through providing advice, monitoring the campus climate as it relates to diversity, inclusion and equity, advocating for diversity and inclusion throughout the institution, advising on the recruitment and retention of a diverse faculty, staff and student body, developing programs and initiatives to promote the University's diversity goals and support community members, building networks to support the diversity mission, monitoring implementation of diversity goals of the Strategic Plan, and assessing progress and setting goals for improvement.
- Academic Program Expansion
    - Disabilities Studies Minor: SU's disability studies minor is built into a campus-wide effort to increase awareness of disability as diversity and create an inclusive campus culture. As the number of students with disabilities at SU increases, it is important that our curriculum helps undergraduate students understand disability issues and culture. The disability studies minor fosters conversation about disability identity and acceptance with a variety of courses that aim to de-stigmatize disability and disease, illness and impairment, including those that are considered "invisible."
    - Asian Studies Minor: SU's Asian studies minor has many learning opportunities for students to experience other cultures firsthand. Students have the option to learn foreign languages such as Japanese and Korean, as well as take study abroad courses. SU has many partner institutions where students may choose to spend a full semester and take courses toward their minor.
    - Africana Studies Track (Interdisciplinary Studies B.A.) and Minor: The programs promote understanding, appreciation and advancement of Africana people and culture and reflect the rich history, art, politics, innovation, environment and so much more about diverse people of African heritage on the continent of Africa and in the Caribbean, North America, Latin America, Europe, Asia and around the world.
- Summer outreach programming consisted of a total of 18 Summer Enrichment Academies (SEAs). Instruction was provided by 36 faculty and staff in from across campus and the Ward Museum along with certified teachers from Wicomico County Public Schools, Worcester County Public Schools, and Indian River School District in Delaware. Program facilitation and coordination was led by Wynnette Curtis, Program Coordinator for Diversity Initiatives in the Seidel School of Education along with a team of 11 teacher candidates who supported instruction as Teaching Assistants. More than 300 children were served (46% low-income/FARM eligible; 20% migrant youth)
- SU has begun our 2025 Middle States Commission on Higher Education (MSCHE) self-study process. We are taking a priorities-based approach to show evidence of compliance with the seven Standards for Accreditation as set forth by the MSCHE. To achieve this goal, a dedicated working group has been established to focus specifically on SU's second strategic goal, which is to create a more inclusive and supportive campus community. The working group comprises faculty, staff, students, and community members who have extensive experience and expertise in diversity, equity, and inclusion. The group will conduct a thorough review of SU's policies, practices, and programs, with a particular focus on identifying areas where improvements can be made to create a more inclusive and equitable environment.

A description of emerging populations that are currently underrepresented in higher education

First Generation Students
A subgroup of the Enrollment Action Team was created to determine who our first-generation students are and how SU may be better able to support their needs and remove barriers to success. (For more details please see Appendix 2).

Students with Disabilities
To support students taking classes in the evening, the DRC included after-hours proctoring. Thus far in the 2022-2023 academic year, the Disability Resource Center (DRC) has served **669** students with disabilities (undergraduate and graduate).

- **Disability Resource Center (DRC) -** The DRC is responsible for ensuring equal access to Salisbury University's programs and services for self-identified students with disabilities. To this end, the DRC provides guidance, reasonable accommodations/modifications, auxiliary aids, self-advocacy support, academic skill-building, and linkages to on and off campus resources. The DRC also provides accommodations and access to resources/services to students with temporary conditions.
- **DRC S.T.A.R.S. (Student Transition, Access, Retention, and Success) -** DRC S.T.A.R.S. embraces disability as a dimension of diversity and represents the University's commitment to fostering an inclusive environment through the appreciation and respect of all differences. The program is designed to provide incoming students with disabilities with the information, resources, and DRC services necessary to ensure a seamless transition to Salisbury University.
- **Delta Alpha Pi** is an academic honor society founded to recognize high-achieving individuals with disabilities who are attending colleges and universities as undergraduate or graduate students. This dynamic organization celebrates and supports academic achievement, leadership and advocacy for post-secondary students with disabilities.

LGBTQ+ Faculty, Staff, and Students

- A Preferred Name Policy has been drafted and is currently under review.
- Lambda Society: Lambda is open to the SU queer community of faculty, staff, graduate students, and their ALLIES.
- The LGBTQ+ Alliance is a registered student organization whose mission is to promote the rights of gay, lesbian, bisexual and transgender people in the community. One of the goals of the LGBTQ+ Alliance is to provide a safe and supportive environment for LGBTQ+ people and their friends and families. Through the organization, members passionately try to make campus and its surrounding community aware of current issues surrounding LGBTQ+ people.
- Gender and Sexuality Studies Minor: Students in this minor will explore how gender and sexuality roles and expectations have been produced and shaped by social institutions such as politics, religion, family, media, medicine, education and art.
- LGBTQIA+ Resource Center: This safe space is maintained and occupied by the LGBTQ+ Alliance to invite any and all identities as well as their allies to gather as a community, participate in educational activities, organize special events, or just network as a way to support each other and promote a more open and accepting society.
- Gender Inclusive Housing: Salisbury University offers Gender Inclusive Housing as an on-campus living option available to our students who wish to belong to a community not

restricted by gender identity or gender expression. This option will be open to all interested students based upon availability. This option is not a requirement for any student.

Pell Eligible Students

- Affordable Course Marking Initiative: SU is continuously working to increase access to affordable and high-quality education for all students. Thanks in part to a $20,000 institutional grant received through the Kirwan Center and the Maryland Open-Source Textbook (M.O.S.T.) initiative, a Community of Engagement (stakeholders across the university) have been focused on expanding the use of Open Educational Resources (OER) and open pedagogy, which have been shown to increase the engagement, success, and retention of underrepresented students. SU has also implemented a course marking designation for students to be able to search for courses that use free or affordable course resources.
- Sea Gull Pell Promise Program and Financial Aid: A Presidential Priority is eliminating the retention gap between Pell Grant and non-Pell Grant recipients, and white and non-white students. To support that, SU launched the Sea Gull Pell Promise Program, which makes it easier for first-year students who qualify for a federal Pell Grant to attend SU. Through this program, SU covers any remaining tuition costs once eligible students' scholarships, grants, and benefits are applied. SU also announced this fall that we have pledged to give 20% more institutional aid to our incoming students.

International Students

Salisbury University is interested in expanding our international student and study abroad enrollments as COVID restrictions are continuing to be lifted.

Undocumented Students

SU hosted special events such as a Financial Aid Information for Undocumented/DACA students & their families

Military Connected Students

SU has a Veteran's Lounge and was recognized by the Military Times as among the Best for Vets Colleges in 2022

GOAL

2 Inspire a Campus Culture of Inclusive Excellence, Support and Collaboration

The extraordinary ethnic and cultural diversity in American society and the broader world shape both our academic community and the curricula of the 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.

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.

Objective 2.1

Create, implement and maintain a holistic diversity and inclusive excellence plan through the establishment of an Office of Diversity and Inclusion.

Strategy 2.1.1.
Support and advance 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 and require ongoing 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 and require ongoing 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.
Monitor and evaluate the effectiveness of resources, services and administrative processes in fostering a climate of inclusion.

Strategy 2.1.6.
Promote transparency and enhance communication in real time through regular and multi-channel mechanisms that reach the entire campus and all of its constituencies.

Strategy 2.1.7.
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.

Strategy 2.2.2.
Develop and employ institution-level search, selection and hiring practices that more effectively diversify our applicant pools and ensure departmental policies are aligned with 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.

SU's Center for Equity, Justice and Inclusion recognizes historically marginalized populations and provides space for research, programming and socializing. It serves to help nurture a more robust sense of identity and community on campus.

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, including expanding and transparently communicating information about career pathways and ladders.

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 facilities for various aspects of campus and community needs.

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.

Situated in the heart of the Eastern Shore, the Salisbury University Arboretum holds some of the most horticulturally diverse grounds in the local region. SU's beautiful 200-acre campus encompasses nearly 100 buildings.

TOWSON UNIVERSITY

2022-2023 Institutional Programs of Cultural Diversity Annual Progress Report

Towson University

Submitted April 10,2023

Point of Contact: Dr. Patricia Corey Bradley, Vice President of Inclusion & Institutional Equity.
pbradley@towson.edu

Institutional Programs of Cultural Diversity Annual Progress Report – Towson University

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

Creating a more diverse and inclusive campus is a priority for TU, linked to and aligned with our strategic plan for the express purpose of building a stronger foundation for a promising future. Diversity is recognizing and valuing the variety of backgrounds, perspectives and beliefs held by members of the TU community. Our diversity tenets include sex, sexual orientation, gender identity, gender expression, race, ethnicity, color, nationality, mental ability, physical ability, religious affiliation, age, and veteran status. Diversity can also be shaped by our political ideologies, organizational/institutional structure (for example management status, classification, work location, division/department unit group).

Cultural diversity is a means to leading a more fulfilling intellectual, emotional, moral, and spiritual life. Bridging the gap between cultures is urgent and necessary for peace and stability. Towson University is at the forefront of providing educational opportunities that are aimed at healing the wounds of exclusion, promoting social and environmental justice, reducing poverty disparities, and achieving sustainable development for generations to come.

The Committee on Institutional Effectiveness is responsible for the annual monitoring and report to the shared governance bodies of the achievement and progress for the TU 2020-2030 Strategic Plan: Leadership for the Public Good and the TU 2020-2025 Diversity Plan: A More Inclusive TU. Progress is calculated annually via assessment plans by each Division and Academic Unit.

2. A description of efforts to increase the numerical representation of multiple traditionally underrepresented groups.

STUDENTS

Towson University Admissions actively recruits all students from Maryland, Pennsylvania, Virginia, West Virginia, Delaware, New York, New Jersey, and the District of Columbia. Our entire admissions office is trained on inclusive recruitment, in contrast to specifying one or two specialized multicultural recruiters, like some institutions. We prioritize attending programming that promotes college access for underrepresented students, including college fairs hosted by National Hispanic College Fairs, Inc, Alpha Phi Alpha Fraternity, Inc, the CollegeBound Foundation, and other Community Based Organizations that serve these students.

We also have a specific priority admission program for Baltimore City public school students, allowing for high school counselors, administrators, and teachers to nominate students for admission. These students are then given a priority review and additional personalized outreach and service from the office. Additional initiatives to specifically recruit Hispanic/Latine students include providing information sessions and marketing materials in Spanish and conducting in-person information sessions in select areas of Maryland with high numbers of Hispanic/Latine students.

Towson University recently announced its membership in the American Talent Initiative (ATI), an alliance of more than 130 four-year institutions united in a shared goal of enrolling, supporting, and graduating 50,000 additional talented, lower-income students across high-graduation-rate colleges and universities by 2025. ATI's work to increase access and success is more important than ever, especially amid a pandemic that disproportionately impacts talented students from lower-income and communities of color.

The College Readiness Outreach Program (CROP) connects 9th graders from Baltimore City Public High Schools with TU students who serve as mentors. The program also provides a series of college readiness workshops. Local underrepresented students are provided opportunities through the College Readiness Outreach Program to build a solid plan around how to matriculate successfully through high school then college. TU college students volunteer to facilitate individual or group sessions sharing their experiences, encouraging academic persistence, and helping students rethink what success means for them. We have expanded our reach through a monthly virtual series to include high schools from the state of Maryland with focus on Baltimore City, Baltimore County, Prince Georges County and Montgomery County.

Sleeping Bag Weekend is a free opportunity for students who have already been admitted to Towson University, yet have not committed, to experience campus life. During Sleeping Bag Weekend, admitted students have the opportunity to: shadow, connect, and attend classes with current TU students; stay overnight in the SAGE residential learning community; tour campus and the Towson community; attend and participate in campus events; and attend **TU4U**, an information fair of campus resources.

ADMINISTRATIVE STAFF

Over the past 5+ years, the Office of Human Resources (OHR) has implemented a variety of initiatives designed to recruit underrepresented staff. With the inception of a new applicant tracking system, the OHR has faster access to demographic data, and implemented a step in the selection process to ensure that the selected interview pool is representative of the overall qualified applicant pool. The new system also has made it easier for candidates to apply to TU, and seek and apply to multiple positions, further diversifying our applicant pools. In addition, the OHR uses the affirmative action plan to identify specific job groups with significantly less diversity than the reasonable recruitment area for that job group.

The OHR uses the “source” information from candidate submissions to determine the sources that produce the most diverse applicant pools, as well as those that reach underrepresented groups. That allows the OHR to conduct more targeted ad placement when searching for candidates. The OHR has also expanded their use of LinkedIn to further promote open positions and find passive job seekers. Finally, the OHR continues to engage with multiple workforce development programs in the Greater Baltimore area. Our most successful partnership to date, Humanim, has produced over a dozen hires in temporary and permanent positions across the TU campus, including positions in the President’s Office, Provost’s Office, academic departments, and the OHR.

FACULTY

The Faculty Mentoring @ TU Framework was designed to intentionally build diversity, equity, and inclusion in all components of the framework. It features four levels of faculty mentorship—at the department level, the college level, the university level, and at the informal level. Within each component, the framework outlines potential mentorship opportunities for faculty to engage in, and while all of them are infused with a commitment to diversity as a prerequisite for their deployment, at the university level, the framework specifically names a faculty mentoring program designed for underrepresented faculty. We have plans to continue to build this aspect of the program in the upcoming year, as we grow our faculty mentoring program offerings overall. Additionally, the faculty mentor training, designed for all faculty interested in mentoring others in any capacity, features a module specifically around diversity, equity, and inclusion, and focuses on helping mentors understand the importance of considering identity and power in all mentoring relationships. Additionally, the ongoing Faculty Mentoring Community of Practice provides a space where faculty can and do engage around DEI issues as they relate to faculty mentoring, retention, and promotion.

The Inclusion Advocate (IA) program was established in 2020 and implemented in 2021. IAs are TU tenured faculty and permanent status librarians who are trained as search and selection process advisors. Their preparation includes a 16-hour Seminar and on-going education addressing current research and best practices about implicit bias, diversity, representation, and the ever-changing legal landscape in hiring, inclusive employment principles, and practical strategies for each stage of the search process. IAs are consistently on the cutting edge of effective advocacy of de-biasing the search process. IAs have a 2-year commitment and are assigned to serve on faculty search committees across all colleges. There have been 47 trained to date (1 -2 trainings per year).

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

Within the Office of Inclusion & Institutional Equity, staff in the Center for Student Diversity partner with the DEIJ Education team to deliver workshops across campus. There has been an increase in requests for unconscious bias, microaggressions and how to interrupt them, as well as more in-depth discussions of Gender Diversity Allyship, with topics ranging from "***How to Support Gender Diverse Students as Educators" to "How to Support Sexual and Gender Minorites in (on campus) Housing."***

Dialogue@TU, supported collaboratively between the Office of the Provost and the Office of Inclusion & institutional Equity, continues to serve as valuable professional development for faculty and staff.

The Office of Inclusion and Institutional Equity (OIIE) conducts an overview of its services and resources, as well as a review of the basic tenets of DEI. These sessions are 1.5 hours or less and held twice a month during the OHR sponsored orientation. OIIE has included a representative from one of the affinity groups to share a 5-minute overview of their specific group which has increased interest in the seven faculty and staff affinity groups. Additionally, to increase awareness and reiterate the importance of the concepts of DEI as well as recognize obstacles that potentially impede a bias free search. Recognizing and disrupting biases in the search and interview process are discussed. OIIE has conducted training with supervisory staff in the Career Center, Administration & Finance, OTS, and Auxiliary Services with

more scheduled throughout the academic year. A pre-search committee training was conducted specifically for TU Police which included a TU non-affiliate search committee member.

The Inclusive Teaching Collective (ITC) is a unique learning community for faculty members who consider perspectives on what it means to engage with culturally sensitive and affirming practices for the benefit of students in our classrooms. Faculty participants complete a self-assessment, attend face-to-face and virtual sessions, identify individual goals, and develop faculty partnerships for learning and support. Students are invited to speak to the collective so that students' needs are centered in the process.

Fix Your Climate is a learning session developed for all campus units to address microaggressions and bullying in the workplace. A significant number of reports filed with the Office of Institutional Equity and Compliance resulted in instances of work conduct that did not rise to the level of discrimination or discriminatory harassment but were harmful yet the same. OIIE is attempting to proactively address workplace conduct in order to interrupt harmful behaviors and to reduce the number of "unactionable" complaints reported.

CURRICULAR INITIATIVES THAT PROMOTE CULTURAL DIVERSITY IN THE CLASSROOM

The Diversity and Inclusion Faculty Fellows (DIFF) program began in 2016 and provides selected faculty members of various rank with opportunities to infuse diversity and inclusion into existing curriculum, create models to improve classroom dynamics in support of social justice, create scholarly knowledge that supports equity, access, and inclusion or identify strategies to enhance institutional practices. These Fellows attend monthly workshops throughout the academic year, implement their newly developed diversity initiative by the Spring semester, showcase their project at TU Educators summit or other approved event, participate in DIFF networking and informal mentorship, and act as a resource for the Office of the Provost, as available.

Open Educational Resources (OER): FACET collaborated with a faculty member to win an institutional grant from the Maryland Open-Source Textbook (M.O.S.T.) initiative to support OER development. A significant component of this grant-funded program involves development of culturally responsive pedagogies that will enhance student success.

Trauma-informed learning environments (TILE) workshop: FACET led an effort to support faculty in creating a curriculum for the new trauma-informed learning environments (TILE) workshop. The major goal of this initiative is to provide support for all students such that barriers to success are removed. This evidence-based program is built upon the consistent research-supported finding that people with disabilities often experience a heightened level of trauma, as do students from historically marginalized populations. By providing tools to faculty to apply to their syllabi, course assignments, and classroom spaces, the workshop will result in a more supportive platform for student success.

Accessibility: FACET incorporates into all its teaching/learning supports evidence-based practice relating to accessibility. Faculty who attend department-level or individual workshops as well as those who complete the mandated process for online teaching eligibility are provided with guidance and support for ensuring accessibility in their courses.

New Faculty Institute: FACET provides a year of professional development support to all new full-time faculty on issues that relate to faculty and student success. Prominent among the topics covered during these experiences is the importance of supporting international students and faculty, students with disabilities, and students and faculty from historically marginalized populations.

CO-CURRICULAR PROGRAMMING FOR STUDENTS

Within the Center for Student Diversity, the Coordinator for the Asian Pacific Islander, Middle Eastern and Desi American (APIMEDA) Student Development Program engaged in a cross-campus collaboration in developing a dialogue on ***"Anti-Asian Hate"***.

The ***Welcome APIMEDA*****,** brings students, faculty, and staff from the APIMEDA community together to meet and greet each other at the commencement of the academic year. The event provides an opportunity for APIMEDA students to find visibility on campus while engaging with games, music, ethnic food, and giveaways. The ***Welcome Jummah*** welcomes the Muslim community on campus with lunch after the Friday prayer and is used as an opportunity to engage in inter-faith learning by welcoming the campus community to attend the Jummah (prayers) as observers.

The Sexuality & Gender Diversity Student Development Program celebrates ***National Coming Out Day.*** This event celebrates and recognizes LGBTQ+ individuals who are in the various stages of coming out. The space is filled with fun, relaxing activities as well as support resources and staff. Furthermore, ***The Women in Leadership Conference*** brought female identifying persons together and to have discussions around various topics that impact women. This year's theme was Defining Womanhood.

The African American Student Development Program's ***Sitting at the Elders' Feet*** event took students, faculty, and staff on a historical journey with Towson University Elders. Using oral traditions of generational sharing, the TU community learned of the history and experiences of TU Black Alumni, explored current realities, and discussed ways to continue to move forward.

The Latine/x Student Development Program hosts a monthly Comunidad or gathering to create a space that celebrates, honors, and engages students in discussion on aspects of the Latine/x community. Recent topics such as **"*Latine/x History and Culture through Art," and "Stories of My Immigrant, 1st Generation and Latine Activist Life"*** were explored and the partnerships with academic departments allowed for aspects of the culture and topics relevant to the Latine/x community to be discussed beyond students who hold the Latine/x identity.

Students Achieve Goals through Education (SAGE) program is a peer mentoring program that fosters academic achievement, personal development, and campus-wide involvement among new students from diverse backgrounds. There are currently a diverse group of 84 upper-class mentors and an average of 500 students who opt into the program.

The SAGE Learning Community offers first-generation, first year college student peer-to-peer mentorship while living amongst their mentors. through Housing and Residence Life. The SAGE program's original mission continues and has expanded to include any entering freshman who wishes to participate. The SAGE programs participants (mentees) are assigned a peer mentor. The mentors and mentees participate in various activities to support academic excellence, budget management and

decision-making skills, and personal development. Participants also expand their knowledge of diverse cultural groups, career development strategies, and participate in networking opportunities. New students in the Learning Community move in six days early for a specialized Pre-Orientation that provides the opportunity to interact with campus partners, learn about and experience campus resources, build community, and culminate their six-day experience on the last day in the form of a presentation. There are 56 students in the community which includes their assigned mentors.

Generation One

Offered in collaboration with the Student Success Programs and Counseling Center, Generation One is a program providing first generation college students attending TU with tailored mentoring and guidance to foster both academic and personal accomplishment. Generation One connects students who share similar experiences to share strategies to deal with difficult situations and provide encouragement during challenging and rewarding times.

H.E.R. (Honesty. Encouragement. Respect)

HER is a space for students who identify as women of color to come together and have genuine conversations about all things related to being a woman of color. Students, Faculty, Staff, and alumni who hold this identity are invited to participate with the understanding that all formal titles are discouraged to allow students to space as we encourage them to be their authentic self, in an open environment, while respecting each other and themselves. While we really like to have a good time and build relationships and connections that may not happen randomly; we also recognize the importance of providing this welcoming space. Students, faculty, and staff are welcomed, and any meeting can be someone's first meeting.

Man 2 Man

A peer program geared toward men of color at Towson University. This support group serves as a confidential space for male-identified students of color to develop a better understanding of themselves and other in the context of gender, race, culture, and social pressure. Meetings explore how the experience of masculinity shapes how we think, feel, and relate to others, as areas of growth, strength, and unity are discussed.

4. A description of emerging populations that are currently underrepresented in higher education.

OIIE has increased its commitment over the past year in developing additional resources that increases the authentic sense of belonging for members of the TU community who identity as Native American or Indigenous. While developing guidance for the appropriate use of Indigenous Land Acknowledgements, we partnered with local organizations and institutions in conducting oral histories with Elders from local tribes. We also have increased our outreach and engagement with Native/Indigenous TU students with the goal of developing dedicated support through our Center for Student Diversity.

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

Appendix 1: A copy of the diversity plan currently in place at your institution; *A More Inclusive TU: Advancing Equity and Diversity (2020–25)*.

UNIVERSITY OF BALTIMORE

Institutional Programs of Cultural Diversity Report

Institution Name: The University of Baltimore

Date Submitted: April 14, 2023

Point of Contact: Catherine Andersen, Interim Provost (candersen@ubalt.edu) or
Jeffery Elwell, Interim Associate Provost (jelwell@ubalt.edu)

Section l: A summary of the institution's plan to improve cultural diversity

The University of Baltimore Diversity, Equity, and Inclusion Committee (DEI Committee) conducted an audit of the 2019 Diversity Strategic plan in Fall of 2020. The audit specifically focused on the five goals of the plan and the activities that were conducted. The goals included:

- **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.
- **Goal 2**: Recruit, employ, and retain a diverse faculty.
- **Goal 3**: Recruit and retain a diverse workforce and ensure that UBalt's staff profile reflects the diversity of Maryland's demographics.
- **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.
- **Goal 5**: Build upon existing partnerships and create new partnerships that enhance the University's commitment to and work with diverse populations.

Based on the findings of the audit, five priority areas were identified. Committee teams were established to determine and oversee the 2021 activities associated with each priority. These priority areas were:

- Student Mentorship Enhancement - Support efforts for all students, focused on minority students, especially students of multi-cultural and multi-racial backgrounds, to participate in such programs as UBalt Connects, and perform research on best-practice mentoring programs.
- Student Career Advancement - Develop and curate ideas for supporting student career advancement, especially for women and under-represented groups.
- Faculty, Staff and Student Ongoing Education - Help further embed the University's commitment to diversity, equity and inclusion and faculty diversity.
- Communication - Develop a clear and consistent messaging focused on DEI.
- Committee Reporting and Feedback - Share the Committee's work in various ways to ensure the governance groups and campus community aware of the DEI activities.

An action plan was created for these five priorities and activities.

A description of how the diverse perspectives and voices of all students are captures and utilized in informing the campus's DEI efforts.

The University has longstanding and continued support for student engagement and student-led initiatives. UBalt maintains an active Student Government Association (SGA) that has worked with several partners on campus to lead/co-lead several activities during the AY 2021-2022.Some of these campus-wide initiatives include:

- Celebrating Juneteenth.
- Organizing a Pride Parade.
- Developing the Inclusion Alley, an outdoor campus gathering space, decorated and provided with seating.

- Launching a campus-wide initiative to promote the use of non-gender specific pronouns.

Our administrative offices, including the Office of Diversity and International Services, hosted weekly forums (with trained facilitators) in recognition of months or days of heritage, history, and special holidays; safe spaces for Black students, LatinX students, and LGBTQIA+ students.

There has been an ongoing collaboration between our administrative offices and SGA leaders. The mission of UBalt is to promote an academically enriching and supportive climate that allows all members of its community to thrive and succeed. Our Student Success and Student Support Services collaborate with all academic units and offices on campus to provide a comprehensive, university-wide approach to diversity and inclusivity, access, belongingness, and equity. Through strategic planning and program development, we hope to empower students, to build a diverse and inclusive campus community. Some of those initiatives include:

- combating race, gender, and sex stereotyping through programming and through our Breaking the Bias Forums.
- promoting safe zone /brave zone trainings for students, faculty, and staff.
- enhancing all our disability related programming to raise awareness and enhance inclusion.
- partnering across the university to promote the use of automatic captioning in all our online events.
- The Women's Initiative for Leadership Development program.
- inclusion of pronouns and chosen names in Campus Groups platform; the learning management system, Sakai, now also has this option.

Section 2

THE UNIVERSITY'S DIVERSITY PROFILE

There has been significant racial and ethnic diversification in UB's student body over the past 10 years (fall 2012 to fall 2022). The percentage of undergraduate students who identify as one of the racial and ethnic groups that we count as underrepresented has increased from 53.9% to 64%, with African American students now representing near half (48.5%) of the undergraduate student body. At the graduate level, a similar 10 percentage point gain was realized, increasing from 35.1% to 45.5%. Hiring and maintaining a diverse workforce is an objective where the University makes steady progress. Since 2016 the University has increased in percentage of underrepresented tenure and tenure-track faculty from 12.6% to 15.0%.

Demographics

Enrollment at the University of Baltimore is the most diverse of Maryland's public 4-year universities, attracting an exceptionally diverse student body relative to race and socio-economic circumstance with a Student Diversity Index of 49.5, well ahead of the University System of Maryland average at 33.5%. UB serves the working-age population of Baltimore and University System of Maryland geographical area.

African American/Black enrollment has increase slightly from 48.0% in Fall 2020 to 48.5% in Fall 2022. The percentage of Hispanic students has shown remarkable growth between Fall 2020 and Fall 2022, from 8.1% to 9.7% at the undergraduate level and from 6.9% to 8.1% at the graduate level. Additionally, the percentage of students identifying as two or more races has increased to 5.3% in Fall 2022 from 4.6% in Fall 2020, making it the third largest racial group.

Hispanic staff diversity has also grown, rising from 3.8% in Fall 2020 to 40.5% in Fall 2022. And the underrepresented racial group has grown from 39.6% to 40.5% during that same timeframe.

National data indicate that only 12.9% of the full-time faculty in U.S. degree granting universities are from underrepresented minorities (Fall 2018 IPEDS HR survey). 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.

At the University of Baltimore, 15% of tenured/tenure track (T/TT) faculty are from underrepresented groups. The percentage of underrepresented faculty with other tenured status (i.e., adjunct, lecturers) saw

a significant increase from 12.3% in 2012 to the 19%-20% range since 2020. Continued diversification of our full-time and part-time faculty is an important goal moving forward.

The university has made concerted efforts to increase the diversity of the pools in all its searches, especially administrative. Most recently, in the search for a Provost, 60% of the campus finalists (3 of 5) were members of underrepresented groups. Unfortunately, two of those three candidates accepted positions as provost and chancellor prior to the commencement of the search. The search for the Dean of Business has likewise attracted a highly diverse and talented field of applicants and finalists.

Section 3

DEI activities for The University of Baltimore derive from strategies laid out in the institution's Diversity Plan. The student body of the University is the most diverse within the University System of Maryland, and we collectively recognize the importance of equity-focused efforts to ensure a welcoming campus and student success. I'm delighted to inform you that the university is continuing to expand cultural diversity programs and is serving more and more students, faculty and staff each year. Staffing assignments were made in AY22-23 that also helped lay the groundwork for longer-term sustainability and focus of efforts.

1) Faculty and other employees participated in the JEDI (Justice Diversity, Equity, and Inclusion) series. Faculty-specific programming focused on DEI originated largely through the academic units and the Center for Excellence in Learning, Teaching, and Technology (CELTT). CELTT partnered with the Student Government Association to update the learning management system with a new pronoun field to combat misgendering concerns. CELTT also partnered with Disability and Access Services to better address the needs of students that office serves. The lead for that office has been added to the University Faculty Senate.

   Committees staffed by CELTT (Academic Support and Online Learning) and CELTT training for faculty using the online proctoring tool has been expanded to address accessibility needs. Promoting Online Excellence, CELTT's online pedagogy faculty development program, was revised this year based on faculty feedback in FY21 to expand DEI content in an Inclusive Teaching module.

   The School of Law offered the following trainings: Understanding Implicit Bias, Microaggressions: Words Matter, Overcoming Imposter Syndrome, Affirming LGBTQ Folks: Pronouns and More, Service Animals and the law.

   The Office of Human Resources supports all campus constituencies. Examples include the JEDI (Justice, Equity, Diversity & Inclusion): JEDI is a collaborative partnership between University of Baltimore and the University of Maryland Baltimore County. The partnership provided a creative venture for community building and connections with faculty and staff across institutions. The Employee Development Academy (EDA) provided intercultural seminars for staff (also available to faculty). EDA cultivates learning experiences where all employees can strengthen their professional, intellectual, and cultural acumen. The intercultural seminars were held via ZOOM for seventy-five minutes.

2) **The College of Arts and Sciences:** The college has offered several courses over the past year that deal with cultural diversity. For example:

   CMAT 320: Argumentation, Debate, and Society explores differences born of diverse experiences. We ran this course for 22 students in spring' 22. It included piloting a new debate format geared toward building understanding and included a partnership with an organization (Braver Angels) seeking to work against political polarization.

   IDIS 497: capstone students are building projects that address pressing challenges in our community, including lack of affordable housing, the employability of formerly incarcerated individuals, and veterans suffering from PTSD.

   HIST 316: Black Europe, students learned about the early roots of multicultural Europe. Readings and

research provided the opportunity to engage with the lives of black Europeans from the Middle Ages to the present.

HIST 328/IDIS 301: Modern Korea, students experienced Korean culture by attending a Korean art exhibition and/or performance.

HIST 101.LC2 and HIST 101 WEB (asynchronous class), students conducted semester-long research examining a particular artifact from a culture different from their own.

The College of Public Affairs: Dr. Lyles on April 5 offered the Rosenberg Dialogues with the topic "Confronting Inequities in Healthcare through Innovation and Entrepreneurship." Dean Hartley launched two series this year, Voices of Public Service and Listening to Our Students. Neither series is entirely DEI-focused, but each addresses DEI issues in places, and one session of the latter was dedicated to DEI issues.

The Merrick School of Business is focusing faculty on curricular updates, in part to address Item 9 in the AACSB 2020 Standards, which is Equity and Inclusion. The watchwords for AACSB 2020 are "positive societal impact."

3) **The School of Law** has offered several co-curricular programs, including: Celebrating Women's History Month, Celebrating the Black Attorney, Celebrating the Latin X Attorney, Just Listen, etc.

The school has the Fannie Angelos Program, through which Law faculty prepare students from the State's four HBIs to take the LSAT and enter and succeed in law school.

The College of Public Affairs launched the Community Engagement Fellows Program, which provides UBalt graduate students with internships in local nonprofit community organizations to help those entities develop organizational capacity, as well as providing the Fellows with practical experience. Many of the community organizations are engaged in equity work within the Baltimore area. In 2022-2023, the College sought to implement and advance its Diversity and Inclusion Plan in an intentional way through the following activities:

Facilitated its "Voices of Public Service" speaker series to profile prominent speakers with diverse backgrounds committed to public service.

Hosted the 2023 annual Conference of Minority Public Administrators (COMPA) under the director of an MPA faculty member, Dr. Kelechi Uzochukwu, the current president of COMPA. The conference featured CNN's Van Jones as a keynote speaker.

Hosted and facilitated several public forums, including the Rosenberg Dialogue Series and CELTT workshops, focused on confronting inequities and underrepresentation.

The Schaefer Center for Public Policy facilitated the Community Development Fellows program, which provides UBalt graduate students with paid applied learning experiences in local nonprofit community organizations to help those entities develop organizational capacity. Many of these are engaged in equity work in the Baltimore area.

The Schaefer Center for Public Policy offered the Maryland Equity and Inclusion Leadership Program (MEILP) in collaboration with the Maryland Commission on Civil Rights. In FY23, three cohorts (25-40 people each) completed the program.

The Schaefer Center launched the NextGen Leaders for Public Service program, an initiative designed to inspire and prepare University of Baltimore students from all majors and diverse backgrounds to explore careers in public service.

The Schaefer Center created a racial equity profile report on Maryland for the Maryland Department of Legislative Services. This report is an important reference source for DLS analysts as they prepare racial impact notes for proposed legislation.

The **College of Arts and Sciences** hosted a History Guest Speaker Event–The Civil Rights and Black Power Movements in Global Context on March 8, 2023.

The Merrick School of Business is working to establish a National Association of Black Accountants chapter to support students as they pursue a career in accounting. While we also maintain a very active

Beta Alpha Psi honor society chapter with a strong focus on accounting, finance, and information system students, the NABA chapter provides additional opportunities for leadership and networking.

The **School's** Real Estate Fellows program provides aspiring student and alumni entrepreneurs with an opportunity to address critical development needs within Baltimore's middle-market neighborhoods. Those accepted go through a 10-week mentoring program with local seasoned professionals and are paid to participate, which allows greater access to the program by those who must have an income. The program addresses structural equity issues. Fellows identify a city neighborhood, create a project, complete a development plan, and prepare an application for financing. The winning proposal receives necessary financing up to $1M to proceed with the project.

The University of Baltimore fosters a sense of belonging for all students, and the larger university community, by providing local and global programming and support with more than 50 activities, virtual, and in-person each semester. Curricula impacts students' understanding of diversity, equity, and inclusion, both broadly speaking and within the career areas they pursue. The University requires all students to fulfill a Global and Diverse Perspectives requirement, which may be achieved within the major or through an approved General Education course. Each major has at least one course that fulfills this requirement. Some programs hold specialized accreditation or certification from national organizations which have DEI-related requirements.

Through **Student Success and Support Services**, programming celebrates our cultural heritages and identities as we move a step forward in equipping our students with holistic and global leadership skills to create equitable cultural and social spaces. Our trained professionals and faculty facilitate several Safe Space, Brave Space, and Inclusive and Equitable Student Community Spaces every semester during a series of monthly sessions and in-classroom settings. Hundreds of students are participating in our student discussion spaces, which include LatinX Student Community Space, Muslim Student Community Space, Black Student Community Space, Jewish Student Community Space, LGBTQIA+ Student Community Space, International Student Community Space, and the Asian American and Pacific Islander Student Community Space. In addition, the Office of Diversity and International Services brings programming to campus specific to the experiences and goals of our students (e.g., underrepresented student programming, cross-cultural experiential field trips) and supports global field studies in courses. The Office also celebrates heritage with event planning and site visits related to such markers as Hispanic Heritage Month, National Coming Out Day, Juneteenth, National Disability Employment Awareness Month, and Black History Month, among others.

The Diversity, Equity and Inclusion (DEI) Staff Committee is one of several committees of the UBalt Governance Steering Council. This committee, by virtue of its role, has defined diversity at UBalt within the committee's mission, which is to advance and champion the University's DEI goals and strategies. The committee's efforts exemplify how UBalt defines diversity to strengthen the professional, intellectual, and cultural experiences of all members of the UBalt community.
The DEI Committee is charged with recommending actions to the University's Governance Steering Council that help promote a university-wide appreciation and integration of diverse and inclusive ideas, practices, and capabilities at all levels of the University. Specifically, the committee may maintain a progressive action plan for university-wide diversity, equity, and inclusion measures, communicate to UBalt audiences the University's diversity objectives and initiatives, make policy recommendations and, when necessary, contribute to the preparation of various University reports.

Section 4

The university has reached out to a very underrepresented population, the incarcerated, and have taken several steps to provide an education to this very marginalized group.

The University was approved by the Middle States Commission on Higher Education and MHEC to offer a full degree offsite at the Jessup Correctional Institute. The BA in Human Services Administration is available to students in the University's Second Chance Pell program there.

The **Merrick School of Business** is engaged in the Second Chance program and many students are enrolled in the Business Minor, which is comprised of 5 courses. MSB faculty teach courses there each semester. Two students who recently left JCI are completing their studies at UBalt this semester, and each are taking their last course for the Business Minor. One of the students has applied for our MS Business – Finance program for the fall, a testament to the transformative impact of this program.

Section 5: If needed, a description of other initiatives that are central to the cultural diversity plan that are not captured in Sections 2, 3, and 4.

The School of Law: has elevated the current role of Director of Diversity Initiatives to Director of Diversity, Equity, Inclusion, and Belonging. Under his leadership, not only was student orientation changed to include a half day training on DEIB issues, but substantial effort has been placed on faculty and staff development. This role also serves as an advisor for faculty, staff, and students. Trainings are offered to staff, students and faculty in person, via zoom and on Panopto. This position works with the diverse student organizations to deliver programming on all matters of DEIB. Faculty, staff, and students participate in these discussions. There has been an increased effort to recognize significant relevant dates and religious periods. Two committees have been created to address the needs of students, staff, and faculty. The first is the Diversity Council. This is a student lead group made up of approximately 9 diverse student organizations with 5 positions at large. This groups acts a liaison between the law school administration and the student body. They are managed by the Director of Diversity, Equity, Inclusion, and Belonging. The second is the DEIB Advisory Board. This group consists of members from the student body, staff, and faculty. Their purpose is to create environments where relevant conversations around DEIB can happen in a safe space. That information is collected and delivered to the Dean with the goal of making the law school more inclusive. In addition, the law school pledged $10,000 over 5 years to support the Annual Meeting of Law School Professionals (AMDiP).

Appendix 1: University's Cultural Diversity Plan

The University of Baltimore's Diversity Statement

Diversity is defined at UBalt 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 UBalt'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.

Adopted 5/29/2018.

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 highly diverse and qualified faculty and staff. A campus community rich in intellectual, cultural, and ethnic diversity promotes the exchange of ideas and knowledge, provides a profound learning experience for students, creates a better teaching and scholarly experience for faculty, leads to a more productive and supportive working experience for staff, and strengthens community engagement and outreach.

Diversity is defined at UB in its fullest scope, embracing not only racial and ethnic groups and individuals who are or have been underrepresented in higher education, but also including religious affiliation, sexual orientation and gender identity, disability, foreign nationality, economic status, non-traditional student status, and other important characteristics. Inclusion describes the active, intentional, and ongoing engagement with diversity – in people, in the curriculum, in the co-curriculum, and in communities (e.g., intellectual, social, cultural, geographic) with which individuals might connect.

Creating a culture that is free from discrimination, appreciative of new ideas and capabilities, and is attentive to the need to deliver innovative, targeted and as appropriate, corrective approaches to learning, teaching, research, and support services is central to UB's mission and success. Equally important is the preparation of our students to become resilient in leading and managing a diverse and changing workplace and society.

This diversity plan, therefore, seeks to develop a strategic framework to identify and address practices and policies that are barriers to diversity, equity, and inclusion, particularly in the integral areas of

student success and a diversified employee talent pool. In order to foster diversity and create inclusive excellence, the University embraces the following principles:

1. A shared understanding of a comprehensive, innovative, integrated approach to inclusivity in all aspects of university operations and a culture of shared responsibility, making all members of 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.

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.

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.

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[2] 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.

[2] 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.

Strategy 3: Initiate cultural competence training for UB faculty, staff, and students. Cultural competence is a set of congruent behaviors, attitudes, and policies that enable one to function effectively across cultural difference while being respectful and responsive to the beliefs of diverse population groups.

- Include training in onboarding processes and/or orientation of new faculty, staff, and student employees.
- Offer training through Human Resource Training and Development Program or CELTT for existing faculty and staff on topics ranging from recognizing and reducing implicit bias in the application review process to best practices for inclusive interviewing and mentoring.
- Offer training via New Student Orientation of new students and via Student Affairs activities and programming for existing students.
- Train UB management and supervisory personnel in best practices that promote diversity and inclusiveness across all functions.
- Include training on the process for reporting hate crime and UB's response protocol in the onboarding of new faculty and staff, and the orientation for all new students.
- Incorporate informal and formal diversity, equity, and inclusion goals into Performance Management Process (PMP) and provide feedback regarding individual and unit-level diversity efforts and struggles.

Strategy 4: Address gains, opportunities, and challenges of becoming a diverse campus by providing "Our UB Students" data and information. Information will provide a narrative beyond demographic data to enhance knowledge of UB students' unique backgrounds, histories and lived experiences.

- Include student data and information in recruitment profiles and interview documents.
- Provide student data and information during New Faculty and Staff Orientation.
- Offer student data and information through Human Resource Training and Development Program.
- Offer student data and information as a part of CELTT professional development series.
- Offer student data and information through Student Affairs activities and trainings.

Strategy 5: Promote a more inclusive and welcoming environment.

- Add 'Preferred' name to class and grade roster through the revision of the formal "Name Change" form.
- Create online resource for transitioning individuals and their allies.
- Conduct physical inventory to create, identify and promote gender-neutral restrooms, private rooms for lactating mothers, space for meditation/prayer, etc.
- Foster an atmosphere of linguistic inclusion that empowers multilingual students to speak and write without ridicule and supports them as they attempt to expand their language acquisition.
- Find sustainable ways to support parents as they strive to advance their education.

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 for all.
- CELTT will sponsor a series on culturally responsive and inclusive teaching and employment of relevant pedagogy.
- Evaluate other mechanisms to promote diversity (e.g., Diversity and Inclusion Certificate, online resources to share successful inclusive teaching strategies; "Difficult Dialogues" series).
- Support the development of courses that meet the diversity and global perspectives requirement.
- Develop applied research opportunities in collaboration with university partners to provide meaningful undergraduate and graduate research opportunities based upon diverse communities.

Strategy 2: Build on co-curricular programming that engages campus community members in the challenges and rewards of valuing diversity.

- Support capacity building and high-quality training for professionals who work in student services.
- Strengthen and expand student leadership training related to diversity, equity, and inclusion; and explore the development of a USM badge.
- Redesign the current student organization training to include a diversity and inclusion module that will address diversity from a broad perspective.

Strategy 3: Monitor and continue to invest in closing the achievement gap and increasing the retention and graduation rates of underrepresented groups in undergraduate, graduate, and professional degree programs. (Note: See Student Success Plan for details)

Goal 5: Build upon existing partnerships and create new partnerships that enhance the University's commitment to and work with diverse populations.

Strategy 1: Work to develop opportunities for alumni to contribute in multiple ways to increase access, cultivate a culture of inclusive learning, support systemic transformation, and strengthen relationships with alumni from underrepresented groups.

- Acknowledge and affirm the diversity of experiences among UB alumni, including injustices in need of reconciliation.
- Implement inclusive customer service training for all staff members to equip them with tools to support prospective students and community members from all identities and backgrounds.
- Build institutional identity among underrepresented students as future UB alumni and support and strengthen mentorship opportunities for alumni and students.
- Develop active affinity groups and cultivate alumni financial giving culture that enhances diversity efforts.

Strategy 2: Enhance partnerships with local organizations to provide information and community resource materials to new faculty, administrators, and staff that may address the needs of potential employers (e.g., employment opportunities for spouse/partners, housing, religious affiliation, and social integration in the region).

Strategy 3: Build B-Power initiative to intentionally provide greater access to higher education to students from underrepresented groups.

UNIVERSITY OF MARYLAND, BALTIMORE

UNIVERSITY OF MARYLAND, BALTIMORE

SPRING 2023 INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY REPORT

APRIL 10, 2023

The University of Maryland, Baltimore (UMB) submits this report of Institutional Programs of Cultural Diversity to the University System of Maryland in accordance with §11-406 of the Education Article.

1. SUMMARY OF UMB'S PLAN TO IMPROVE CULTURAL DIVERSITY

The University of Maryland, Baltimore (UMB) is committed to fostering a diverse, equitable, and inclusive educational and work environment. UMB's commitment to diversity is guided by the Core Values and the UMB 2022-2026 Strategic Plan. Two of University of Maryland, Baltimore's eight Core Values, Equity and Justice, and Respect and Integrity, are closely tied to diversity, equity, and inclusion (DEI). Theme 3 of the UMB 2022-2026 Strategic Plan focuses on University Culture, Engagement, and Belonging and the strategic objective is for UMB to "create a sustainable, equitable, and inclusive culture of care that collaboratively engages and embraces all members of the University community, and broader community, with respect and in a manner that fosters belonging, understanding, trust, and equity." The strategic outcomes include that UMB "is inclusive and actively seeks input from stakeholders at all levels and of all backgrounds when identifying opportunities, planning and setting goals, and making decisions"; "actively recruits, retains, supports, and advances diverse students, faculty, and staff, demonstrating a commitment to our core value set of Equity and Justice"; "provides professional and educational programs and initiatives that build capacity, equity, and respect, and support the well-being, sense of belonging, and success of all members of the University community"; and "communicates in a manner that is empowering, inclusive, and demonstrates cultural humility."

All the schools and major units at UMB developed goals based on Theme 3. A Strategic Plan Implementation Management System (SPIMS) is used to store all strategic plan SMART (Specific, Measurable, Achievable, Realistic, Timely) goals, risk assessments, and progress reporting for each school or unit. There are currently eighty-eight strategic goals in SPIMS that include equity, inclusion, diversity, or social justice. Progress of goals are submitted to and evaluated bi-annually by Institutional Effectiveness, Strategic Planning, and Assessment (IESPA).

UMB is making progress towards increasing gender and racial diversity in UMB leadership and at some mid-management levels, for which we were recently recognized by both Forbes magazine and Executive Alliance. We are also updating existing policies and creating new policies to improve DEI. One example is the UMB Policy on Contributions to Diversity Statements by Candidates for Employment, Promotion, or Re-Evaluation. Human Resource Services (HRS), Office of Equity, Diversity, and Inclusion (OEDI), and the Office of the Provost collaborated to develop the policy. The policy requires a diversity

statement submission for upper-level management, leadership, and specialized positions, which will assist search committees to identify candidates who could potentially advance diversity, equity, and inclusion at UMB. Another example is the recent development of an institutional data dashboard that maps and tracks the current state and progress of EDI across all schools and administrative units by examining staff and faculty presence, recruitment, retention, promotion, and access. The dashboard provides deans, vice presidents, and other institutional leaders the ability to map and address EDI gaps and opportunities and develop change and implementation strategies.

Progress is also being achieved through planning and assessment efforts such as the creation of UMB's first-ever diversity strategic plan (DSP), beginning in Fall 2022. This plan will serve as a roadmap and framework to advance DEI at UMB. The committee has adopted a data-driven, evidence-based approach to identify university equity, diversity, and inclusion (EDI) priorities and needs. The committee extensively reviewed surveys, climate studies, the UMB strategic plan and core values, university-wide strategic goals and outcomes, and best practices at UMB and throughout higher education and industry to inform the plan's development. The review uncovered major themes to guide this work, categorized as Climate/Experience; Recruitment/Retention; Professional Development/Career Advancement; and Education, Scholarship, and Service. The Committee is leading listening sessions by positional and personal identities, supplemented by an interactive website through the platform Konveio for the UMB community to provide input. Feedback from these sources will be reviewed by the Committee and considered in the creation of the DSP. The Committee's goal is to finalize the DSP by Fall 2023.

Including DEI as part of the University's strategic plan, the creation of the Diversity Strategic Plan, the launch of the data platform, and the creation of the Contributions to Diversity Statement policy are all important steps towards further enhancing cultural diversity at UMB. With all our progress, there are still opportunities for improvement. Employee recruitment is an area identified for continued improvement. In addition to the Diversity Statement Policy, further standardizing recruitment through policies and assessment practices incorporates equity, diversity, and inclusion in the hiring process. For example, staff and faculty diversity could be improved by using a hiring check list and/or rubric that shows the extent to which diversity was considered during the interview process.

The current DEI political landscape, in which the Supreme Court is considering rolling back affirmative action in college admissions, coupled with organizational cultural challenges, impact our progress and ongoing work.

2. EFFORTS TO INCREASE NUMERICAL REPRESENTATION OF TRADITIONALLY UNDERREPRESENTED GROUPS

UNIVERSITY-WIDE:

- The interactive online Institutional Data Dashboard and data reports tailored to individual schools, as well as key programs that enhance diversity across our various populations (See Appendix 6).
- HRS prepares a yearly Affirmative Action Plan that focuses on our effectiveness to achieve a workforce that is more diverse, and highlights areas we need to emphasize (See Appendix 5).
- DEI leadership at the campus level and designated DEI leadership at each of the schools that provide learning opportunities for students, faculty, and staff (See Appendix 3).

2.A. Initiatives designed to recruit and retain traditionally underrepresented students.

- The Office of Admissions in the University of Maryland School of Dentistry (SOD) recruits underrepresented students locally by engaging the pre-health advising offices of Bowie State University, Coppin State University, Morgan State University, University of Maryland Eastern Shore, and Hampton University.
- The SOD has active student affinity groups: the Student National Dental Association is an award-winning organization that supports Black dental students, while the Student Hispanic Dental Association supports Hispanic dental students.
- The University of Maryland School of Medicine (SOM) has been using a multi-pronged approach with various strategic initiatives resulting in near tripling of the proportion of underrepresented students in each first-year class since 2020.
- The SOM's retention efforts include, but are not limited to, unconscious bias, allyship and social determinants of health education incorporated into the medical education curriculum for all students; and unconscious bias education required for all SOM faculty. The SOM appointed an Assistant Dean for Student Diversity and Inclusion who engages and advises the Student Diversity Council; and there are multiple active student affinity groups.
- The School of Social Work (SSW) EDI office developed a Book Lending Program that provides free, easily accessible textbooks and other materials to SSW students.
- The Graduate School promoted syllabus focused on Equity and Justice and collaborated with Faculty Center for Teaching and Learning (FCLT) on Inclusive Pedagogy professional

development. Co-curricular student programming includes a weekly professional development newsletter offering a wide array of JEDI (Justice, Equity, Diversity, and Inclusion) topics and monthly meetings addressing social identities.

- At the 2022 Historically Black Colleges and Universities Career Development Marketplace (HBCU CDM), UMB provided opportunities that catered to students interested in continuing their education pathways into graduate school. The Graduate School provided academic opportunities for those interested (See Appendix 5).

2.B. Initiatives designed to recruit and retain traditionally underrepresented faculty.

- The Faculty of Color Network was launched in the Fall of 2022 with goals including strengthening overall faculty diversity and development and supporting the recruitment, retention, and overall success of faculty from underrepresented groups (See Appendix 2).
- In 2022, OEDI cosponsored with the schools eleven faculty from underrepresented groups, to participate in the National Center for Faculty Development and Diversity's (NCFDD) twelve-week on-line Faculty Success Program.
- The SOM Diversity Advisory Council developed the SOM Equitable Faculty Search Guidelines, recommending diverse gender, racial, and ethnic representation on and requiring implicit bias training for search committees; regulating broad strategic posting and advertisement of available positions to enhance diversity of the applicant pool; and mandating consistent evaluation metrics for candidates. In addition, the University of Maryland School of Medicine was one of only 5 academic medical institutions in the country to be awarded the prestigious NIH (National Institutes of Health) FIRST Award, which provides funding to recruit a diverse cohort of underrepresented early career faculty to the SOM.
- Faculty retention efforts at the SOM include multiple invited DEI-focused lectures open to all faculty and staff and the appointment of an Associate Dean for Faculty Diversity and Inclusion (See Appendix 4).
- SSW expanded the Faculty Annual review to include a section specifically on DEI Efforts.
- The University of Maryland School of Pharmacy (SOP) developed the first diversity plan for M-CERSI Competitive renewal to increase participation of Black and Hispanic faculty who are underrepresented in regulatory science as principal investigators.

2.B. Initiatives designed to recruit and retain traditionally underrepresented staff.

- Recruitment efforts for traditionally underrepresented staff such as veterans, women, minorities, and disabled people includes HR (Human Resources) regularly attending job fairs such as the Maryland National Guard, Baltimore Port Alliance Hiring & Career Expo, the Historically Black Colleges and Universities Career Development Marketplace (HBCU CDM), and communicating open UMB positions to the Maryland Workforce Exchange to various Departments of Labor and Rehabilitation (DOL and DOR) and DOR constituents. Other HRS efforts include the monthly Workforce Wednesday, a career-focused open house at the Community Engagement Center (CEC) where community members can receive assistance with online job searches, résumé review, interview skills, explanation of the application process and understanding job descriptions; and Project Search, a model in workforce and career development for adults and students with disabilities (See Appendix 5).
- The SOP integrated Commitment to Diversity Statements into position descriptions and postings.

3. INCREASE NUMERICAL REPRESENTATION OF TRADITIONALLY UNDERREPRESENTED GROUPS

3.A. Curricular initiatives that promote cultural diversity in the classroom.

- The Intercultural Center, under UMB Student Affairs, provides cultural heritage month events, intergroup dialogue opportunities, training and development experiences (e.g., poverty simulation), identity-based advisory boards (e.g., students who are parents/caregivers), a podcast, as well as additional resources and programming. The Intercultural Center regularly collaborates with student organizations, staff, faculty, and community groups to offer initiatives such as Portraits of East Baltimore's Reservation, First-Generation Celebration Week, Black Professionals on the Rise, and Transgender Empowerment & Advocacy Week (See Appendix 3).
- UMB received the 2022-2023 First-gen Forward Designation (See Appendix 3)
- The School of Dentistry (SOD), regularly communicates through announcements and social media posts about UMB recognition week information and programming specific to all cultural diversity programming, resourcing, etc. Some examples include Safe Space Training; Intercultural Center Events, Programming, and Resourcing; Black History Month Programming, Events, and Resourcing.

- The Learning Institute sponsored by Intercultural Leadership and Engagement within UMB Student Affairs offers online and in-person experiences designed to foster the professional development of the UMB community regarding a variety of DEI topics, for which they can earn a digital badge or micro-credential (See Appendix 3).
- Co-curricular programming at University of Maryland Francis King Carey School of Law (SOL) includes orientation training to help SOL students develop cultural competency.
- Co-curricular programming for students in the SOM includes access to multiple student-run organizations that support cultural diversity and identity. Many of these affinity groups provide programming that addresses elements of social support, workforce diversity, social justice, and inclusion (See Appendix 3).
- MSW (Master of Social Work) Leading for Equity, Anti-Racism, and Diversity is offered through the Leading for Equity, Anti-Racism, and Diversity (LEAD) Institute at SSW.
- The SOP developed and integrated new antiracism and anti-oppression terminal performance outcomes for the PharmD Curriculum.

3.B. Faculty Training Programs

- The Faculty Center for Teaching and Learning (FCTL) co-sponsored twenty-three faculty members who participated in Lumen Circles; centered 7 inclusive teaching topics in their podcast; launched ALLY, a Blackboard tool that monitors the accessibility of online course documents, and supported the development of curriculum in the following new programs which are grounded in cultural diversity frameworks (See Appendix 4).
- The SSW Monthly 1-hour virtual learning communities focuses on social identities and thriving in the graduate school and a weekly newsletter offering professional development on a wide array of JEDI topics.
- Annual SOD faculty and staff retreat has focused on cultural training.
- SOL host faculty gatherings focused on ways to infuse cultural competency throughout the curriculum. A recently formed reading group focuses on understanding how to view the first-year curriculum through a critical race theory lens.
- SOP piloted the first Implicit Bias Training for faculty on the PharmD Admissions Committee December 2022.

3.B. Staff Training Programs

- HRS provides many staff training opportunities including career development consultations and the Cultural Proficiency module, offered three times per year; and Diversity related content (See Appendix 5).
- The SOM has multiple invited DEI-focused lectures and departmental DEI lecture series open to all faculty and staff.
- Cultural Competence is integrated into the Emerging Leaders Program.
- The EDI Office in SSW offers training and coaching series designed to increase participant's understanding of their own bias, systemic oppression, and making change through concrete action steps.
- Administration and Finance (A&F) hired an Executive Director of Diversity in 2022. The Executive Director's focus for the *first year is creating and rolling out a holistic organizational DEI approach (See Appendix 5).*

4. CURRENT EMERGNG POPULATIONS UNDERREPRESENTED IN HIGHER EDUCATION

Underrepresented populations vary in higher education depending on discipline. For example, males, not traditionally categorized as underrepresented, are underrepresented in Nursing education and profession. Black, Hispanic and Latinx, Native American, Asian, Pacific Islander, and people of two or more races, people with disabilities, women, people from lower socioeconomics, and people from the LGBTQ+ community are underrepresented in higher education as students, faculty, staff, and leadership.

5. OTHER INITIATIVES THAT ARE CENTRAL TO THE CULTURAL DIVERSITY PLAN

A new Diversity Advisory Council (DAC) model was implemented in Spring of 2023. The purpose of the new DAC is to advise and provide comprehensive feedback to the UMB VP/CDO on University goals, initiatives, and other priorities to advance diversity, equity, inclusion, justice, anti-racism, and anti-oppression at UMB.

OEDI launched a DEI focused innovations grant in 2023 for innovation projects and initiatives that advance Belonging (Be) and Justice, Equity, Diversity, and Inclusion (JEDI) at UMB with a particular focus on UMB's Strategic Plan University Culture, Engagement, and Belonging theme. (See Appendix 2).

APPENDIX
UNIVERSITY OF MARYLAND, BALTIMORE
SPRING 2023 INSTITUTIONAL PROGRAMS OF DIVERSITY REPORT

Appendix 1: University's Cultural Diversity Plan

UMB (University of Maryland, Baltimore) 2022-2026 Strategic Plan was released in December 2021, and began implementation during the summer of 2021. One of its six strategic themes for which all administrative units must develop strategic implementation goals focuses on University Culture, Engagement, and Belonging. New initiatives tied to that theme and others will advance anti-racism, DEI (Diversity Equity and Inclusion) (Diversity Equity and Inclusion), and social justice efforts. This plan is the foundation for developing UMB's first-ever 2023-2027 Diversity Strategic Plan (DSP).

https://www.umaryland.edu/about-umb/strategic-plan/

UNIVERSITY OF MARYLAND, BALTIMORE COUNTY

University of Maryland, Baltimore County
1000 Hilltop Circle, Baltimore, MD 21250

umbc.edu // p: 410-455-1000

Spring 2023 Institutional Programs of Cultural Diversity Report

Institution: University of Maryland, Baltimore County (UMBC)
Date Submitted: April 10, 2023
Point of Contact: Antonio Moreira, Vice Provost for Academic Affairs, moreira@umbc.eduu
Peggy Re, Associate Provost for Academic Affairs, re@umbc.edu

SECTION 1

One of the fastest-growing and most diverse public research universities in the nation, UMBC, a United States Department of Education (USDE) designated Minority Serving Institution, has integrated many of its diversity-related efforts into the fabric of its administrative function in support of all students, faculty, and staff and through community engagement.

UMBC develops its strategies and evaluates its progress through multiple units and processes, paying attention to trends in applications, admissions, enrollment, and graduation rates at the graduate and undergraduate levels, using surveys and data disaggregated by race, ethnicity, sex, age, first-generation status, financial aid eligibility, residency, disabilities, enrollment status, military service, time to degree, degree completion, and more. UMBC reports results through USM-required assessments, such as Managing for Results and Annual Program Reviews, and internally when making decisions and setting policies.

As part of its self-evaluation process, UMBC learned by disaggregating data that it has achieved an undergraduate population representing the diversity found in Maryland. As of fall 2022, 61.2% of UMBC's undergraduates are minorities, mirroring the state of Maryland's population per the 2020 Census count of 53% non-white, reflecting a minority enrollment considerably higher than the average of UMBC's peers and other Maryland four-year institutions exclusive of HBCUs. With 23.3% Asian American, 22.8% African American, 9.3% Latinx, 6.0% Two or More, American Indian, or Native Hawaiian/Pacific Islander, 32.4% White, and another 6.1% International or Unspecified, UMBC exceeds its FY 2025 enrollment target of 20% undergraduate African American students.

Disaggregated data showed UMBC must continue to support and improve the graduation rates of Black male transfer undergraduate students. The **Black Student Success Initiative**, a focus of UMBC's participation in the **University Innovation Alliance** (UIA) discussed in Section Two, continues the university's mission to understand and improve the experience of this student population. Upcoming initiatives planned to yield change are presented in Appendix 2.

SECTION TWO

Students

The Office of Academic Opportunity (OAO) in the Division of Undergraduate Academic Affairs (UAA) provides resources and support facilitating the academic success of traditionally underrepresented students in postsecondary education, including low-income, first-generation, and minority students, as defined by the USDE. The OAO directs its activities toward pre-college students who seek to attend postsecondary institutions, UMBC students who strive for academic success, and students interested in enrolling in graduate study. OAO programs include:

- **The First Generation Network (FGN):** FGN collaborates with the Office of Academic and Pre-Professional Advising to provide pre-enrollment resources and outreach, and with the Office of

Academic Engagement and Transition Programs support for participation in UMBC's Summer Bridge Program. Planned programming recognizes first-generation students' accomplishments and provides community support as they progress toward graduation.

- **Educational Talent Search:** This federally Funded TRIO program provides exposure to postsecondary education options to low-income, first-generation Baltimore County Public School System middle and high school students to increase the rate at which participants complete secondary education and enroll in and graduate from postsecondary institutions.
- **Upward Bound Program:** This program helps develop and enhance the skills of students enrolled in Baltimore City and Baltimore County public school systems through academic and cultural enrichment activities, motivating these students to enroll and graduate from college. To ensure students' complete development, participation in program activities is mandatory.
- **Upward Bound Math and Science (UBMS):** This program strengthens participating students' academic skills, helping them develop their potential to excel in math and science and encouraging them to pursue postsecondary degrees in STEM fields and careers. UBMS serves Baltimore County and Baltimore City students who demonstrate academic potential and commitment to obtaining a four-year college degree.
- **The Ronald E. McNair Post Baccalaureate Achievement (McNair Scholars) Program:** The McNair Scholars Program provides research, mentoring, and other scholarly activities that prepare students from diverse backgrounds with demonstrated academic potential for graduate education. The program aims to increase the attainment of doctoral degrees by underrepresented students.
- **The Louis Stokes Alliances for Minority Participation Program (LSAMP)**: LSAMP focuses on increasing the number of STEM bachelor's and graduate degrees awarded to historically underrepresented populations to help diversify the STEM workforce. UMBC's LSAMP program includes summer and academic year research programs, graduate school and professional development workshops, on-campus advising, and national and international conference travel and participation.
- **EMPOWER:** Empower is an Off-Campus Student Services (OCSS) cohort-based program for transfer students who self-identify as women and femmes of color. It provides transfer students a place to connect to other transfer students and UMBC resources and to attend social or career-focused events.
- **Transfer Engagement and Achievement Mentoring (T.E.A.M.) Program:** This collaboration between OCSS and faculty and staff increases the persistence and retention of underrepresented male transfer students through mentorship, awareness of transfer-specific resources, and an environment where students of color have fun, discuss important issues, motivate each other, and find academic and social success.

Other UAA-offered programs and services include **Returning Women Student Scholars** through the **Women's Center**, which provides scholarship funding and events. UAA also houses Academic Engagement and Transition Programs, including **The Discovery Scholars Living-Learning Community,** where the **Intercultural Living Exchange** promotes cultural diversity, **First-Year Seminar, Introduction to an Honors University, The Community Read, Summer Bridge Program,** and **Transfer Seminars.** While these programs are available to all students, they provide services to low-income and other educationally challenged students likely to need support. The same is true of the **Academic Success Center,** which provides centralized support services to all undergraduates.

Enrollment Management (EM) provides additional services and programs for educationally disadvantaged students. Representative examples include:

- **a reception and overnight event** for academically talented Hispanic/Latino high school students;

- **Raise.me:** A partnership with Raise.me, which targets under-represented (ethnic and socio-economic) public school system students to offer micro-scholarships encouraging and rewarding academic choices that prepare students for college success;
- 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; and
- **Golden Ticket Pre-Orientation Advising** allows first-generation students and their families to meet with an advisor before orientation for an overview of academic requirements and planning tools, address questions and concerns, and create a schedule.

FinancialSmarts: EM also offers UMBC FinancialSmarts, a literacy program that gives students the tools to make informed and effective financial decisions. FinancialSmarts prepares students to manage their budgets, bank accounts, assets, and debt as they master their academic pursuits.

Finish Line: EM has re-recruited hundreds of students who left UMBC before earning their degrees via the Finish Line**.** Since its 2020 launch, over 200 Finish Line students have earned their degrees. The average age of a Finish Line enrolled student is 31, and the average number of previously earned credits is 115.

The Black Student Success Initiative: As part of its work with the University Innovation Alliance (UIA), UMBC established its Black Student Success Initiative (BSSI) team in 2021 and analyzed institutional data to understand barriers to success. UIA is the leading national coalition of public research universities committed to increasing the number and diversity of college graduates in the U.S. by focusing on eliminating disparities in educational outcomes based on race and ethnicity, income, first-generation college student status, gender, and geography. UMBC's BSSI Spring 2023 grant application, which will be followed by a series of focus group discussions to better understand the Black student experience, is planned to increase the academic success of enrolled Black male STEM transfer students. Appendix 2 provides additional information related to this effort.

Meyerhoff Scholars Program continues to increase the representation of minorities in science and engineering. Program components include recruitment, financial aid, a summer bridge experience, study groups, advising and counseling, tutoring, summer research internships, individually paired mentors, faculty and administrative involvement and support, and family involvement. This program evaluates its success by tracking the STEM Ph.D. or M.D./Ph.D. graduate programs in which alums enroll and degrees earned. Success is also assessed by comparing graduate enrollment and degrees earned against those students who declined the Meyerhoff Scholars Program to attend another university.

U-RISE is a research training scholarship program for juniors and seniors majoring in the life sciences, physical sciences, engineering, and mathematics with an outstanding academic record, a strong desire to pursue a Ph.D. degree and a career in biomedical research, and a demonstrated commitment to increasing the number of persons from underrepresented groups who pursue these goals. U-RISE Scholars receive individualized academic advising, guided preparation for graduate school, and continuous administrative support and professional development activities. Participating in an extended research project throughout the academic year is critical to development.

Graduate Research Training Initiative for Student Enhancement (G-RISE): UMBC's College of Natural and Mathematical Sciences has been awarded $5.6 million over five years from the National Institutes of Health to fund the Graduate Research Training Initiative for Student Enhancement (G-RISE). The program supports graduate students from underrepresented groups in STEM with up to three years of funding and an array of

training opportunities. The goal is to help participants select and prepare for a range of career paths in academia, industry, government, entrepreneurship, or beyond.

The Center for Women in Technology (CWIT) is a merit-based scholarship program for undergraduate students who identify as women majoring in computer science, information systems, business technology administration (with a technical focus), and engineering or a related program. CWIT also supports K-12 girls through programs encouraging their interest in and identification with computing and engineering.

Administrative Staff

The Department of Human Resources (HR) offers Inclusive Search training sessions and additional diversity-related programs, including programming that addresses Managing Different Generations in the Workforce, Intercultural Communication, and Unconscious Bias. HR will roll out a session on Inclusive Leadership this summer through a Justice, Equity, Diversity, and Inclusion partnership with the University of Baltimore.

Building Bridges Across Maryland Program is an application-based program that fosters professional leadership development, collaboration, and idea sharing between six regional colleges and universities and UMBC, to which administrative staff can apply.

The Personal Leadership and Project Management Program immerses participants in an evidenced-based systems view of leadership and applies concepts and practices from neuroscience, organizational and behavioral science, project management, and business innovation to individual, group, and project work.

The Wellness Initiative creates programming, activities, and resources that support and sustain the emotional, environmental, financial, nutritional, physical health and wellness of the UMBC workforce creating a community of sound mind and body.

Student Affairs Inclusive Hiring Process: The Division of Student Affairs developed and implemented a Student Affairs Inclusive Hiring Process, including a toolkit offering tips, recommendations, and divisional expectations around mitigating bias and diverse recruitment. Appendix 2 provides additional information on the Division of Student Affairs' diversity action plan processes.

Faculty

Interfolio Faculty Search is an online faculty search software whose required use improves diversity recruitment efforts. The software receives applications, allows UMBC to monitor applicant pool diversity throughout an active search's lifecycle, and increases transparency.

UMBC's Affinity Groups, committees, and associations improve the recruitment, visibility, and retention of its faculty and staff and provide professional development, mentoring, and support to help colleagues succeed. The current affinity groups are the Asian and Asian American Faculty and Staff Council, the Black Faculty Committee, the College of Arts, Humanities, and Social Sciences Women's Faculty Network, the Latinx and Hispanic Faculty Association, the LGBTQ+ Faculty/Staff Association, and Women in Science and Engineering.

The Fellowship for Faculty Diversity supports scholars, artists, and creative practitioners committed to diversity, equity, inclusion, and access in the academy, preparing them for possible tenure track appointments at UMBC. Launched in 2011, the program has supported 20 scholars. Eleven former fellows are now UMBC faculty. Of the 20 fellows hosted since 2011, 19 are faculty in higher education.

The CNMS Pre-Professoriate Fellows Program supports scholars in experimental sciences committed to diversity in the academy and prepares those scholars for possible tenure-track appointments at UMBC. It also supports departments and programs by enriching their intellectual communities through the increased representation of diverse research, teaching, and service perspectives. And it benefits students by providing them with access to diverse perspectives and learning opportunities in the laboratory and classroom in preparation for a globalized economy. The program converted all four former fellows to tenure-track faculty positions at UMBC.

On-Ramps Program was launched in 2015 to accelerate the career progression of associate professors to full professors. UMBC hosted 12 associate professors, six of whom are now full professors. UMBC adapted the program to support assistant and associate professors whose research careers have been impacted by the COVID-19 pandemic with 2-years of targeted research support. In 2022, UMBC awarded seven faculty with On-Ramps funding.

The Eminent Scholar Program facilitates a 2-year formal mentoring relationship between a newly hired UMBC tenure-track assistant professor and a prominent researcher/practitioner in their field. This relationship connects the UMBC faculty member to their larger research and/or creative, artistic community to enhance their success as they advance through academia.

The ADVANCE Leadership Program uses the cohort model and focuses on intentional career advancement. It aims to promote the advancement of women STEM faculty to positions of leadership, provide funding for professional development opportunities that will assist in developing the necessary skills needed to thrive in positions of leadership, and disseminate knowledge gained from sponsored development opportunities to other faculty at UMBC.

NIH First Grant: UMBC and the University of Maryland School of Medicine received the NIH First Grant, a five-year, $13.7 million grant to enhance the recruitment and training of a diverse cohort of junior faculty with a strong commitment to diversity, equity, and inclusion. Funding is through the NIH Common Fund Faculty Institutional Recruitment for Sustainable Transformation program, founded to support efforts to hire groups of diverse, early-career research faculty. The grant enables UMBC to hire four faculty members, each of whom will have cross-campus appointments at both institutions.

RISE UPP Alliance: UMBC expanded its work boosting academic diversity to the national level through a new NSF INCLUDES Alliance: Re-Imagining STEM Equity Utilizing Postdoc Pathways (RISE UPP). The RISE UPP Alliance is modeled after the AGEP PROMISE Academy, a high-impact initiative co-led by UMBC that supports faculty diversification in the biomedical sciences across USM institutions. RISE UPP helps R1, R2, and teaching-intensive institutions recruit and train postdoctoral scholars from underrepresented backgrounds in STEM, facilitating their progression into tenure-track positions.

The Inclusion Imperative is a major initiative to promote diversity and inclusive excellence in the humanities, made possible by a grant from the Mellon Foundation. UMBC, in partnership with Bowie State University, Coppin State University, and Howard University, has cultivated a regional network of scholars committed to diversity and inclusion in the humanities. These partnerships have guided the development and implementation of the Inclusion Imperative's three programs: the Diversity Teaching Network in the Humanities, the Visiting Faculty Fellowship Program, and the Humanities Teaching Labs.

The Breaking the M.O.L.D. Program creates a pipeline to senior leadership in higher education for faculty members of color, women from the arts and humanities, and others with a record of promoting diversity within the academy. Supported by a grant from the Andrew W. Mellon Foundation, this initiative is led by six women in senior leadership serving as principal investigators, five of whom are Black. Breaking the M.O.L.D. is a partnership between UMBC, the University of Maryland at College Park, and Morgan State University.

SECTION 3

UMBC's Faculty Development Center (FDC) promotes positive interactions and cultural awareness in the classroom by providing programming dedicated to creating an inclusive course climate and resources for the diverse classroom, difficult conversations, and trauma-informed pedagogy.

The Inclusion Council, composed of students, staff, faculty, and alums working with the campus community, provides advice and guidance to the **Office of Equity and Inclusion (OEI)** from various perspectives. Members act as OEI ambassadors across campus, and Inclusion Council meetings provide a venue for discussing equity issues. UMBC's **Retriever Courage** initiative is now a part of the Inclusion Council's work, which is also advised by the Retriever Courage Faculty/Staff Advisory Committee.

The Initiatives for Identity, Inclusion & Belonging (i3b) creates opportunities for students to build their awareness and knowledge of diverse people, cultures, and belief systems through curricular initiatives and co-curricular programming. Initiatives include **"Social Justice Dialogues,"** a seminar on teaching techniques to engage in constructive conversations across differences. Programming examples include **SistaCare,** a self-care and community-building group open to Black/Africana women and femmes, regardless of gender expression, and **The Multicultural Leadership Experience**, which provides a space for students who identify with underrepresented or marginalized backgrounds to discover their capacity to lead.

UMBC hosts three cultural centers: **The Pride Center, The Mosaic: Center for Cultural Diversity, and The Gathering Space for Spiritual Well-Being**. All offer training and programs focused on identity and belonging. To create an inclusive and equitable environment for all, i3b offers three "zone" training - **FaithZone, SafeZone, and DreamZone** - focused on building awareness, knowledge, and allyship behaviors.

The Office of Health Promotion collaborates with departments to implement culturally responsive and identity-based **Community Conversations** focused on stigma reduction and behavior change around mental health and well-being within marginalized communities.

The Office of Off-Campus Student Service (OCSS) provides initiatives and co-curricular opportunities for transfers, commuters, adult learners, and veterans. With a focus on responding to the needs of Black male transfers, **TEAM** is a cohort-based program focused on academic success from a culturally responsive lens.

The Center for Democracy and Civic Life's Dinner with Friends brings students, faculty, staff, and alums together for small-group conversations about issues affecting UMBC's campus community on enacting equity and justice, mental health and well-being, creating community, and inclusion with respect to religion, belief, and spirituality and other topics.

The Office of Residential Life engages with all residential students through a curriculum that focuses on developing cultural competence, interacting across differences, and engaging in restorative practices.

SECTION 4

UMBC's Chosen Name Initiative allows students to select the first, middle, and last names and pronouns they wish to use for community purposes. The initiative furthers a culture of inclusivity, creates a supportive learning environment that embraces people as they choose to identify, and lets students specify their gender identity and LGBTQ+ affiliation. Students and alums can update their UMBC records anytime with their social identifiers.

The Center for Global Engagement (CGE) helps to bring the world to UMBC and share UMBC with the world. In Spring 2023, more than 2,200 international students from 105 countries enrolled at UMBC. CGE facilitates training and cultural exchange programs for international high school students and professionals. CGE also works to help students access international education experiences, such as study abroad. CGE has worked closely with campus and community partners to support asylees, refugees, and other displaced individuals resettled in Maryland.

The Retriever Essentials Program is a faculty, staff, and student-led partnership that promotes food access in the UMBC community. It includes a campus food pantry, food distribution zones for pre-packed bags of groceries, and a save-a-swipe meal swipe donation/distribution program. Over 38,000 pounds of food were distributed in fall 2022.

SECTION 5

DEIA in the Promotion and Tenure Process: Other initiatives central to the cultural diversity plan include UMBC's recognition of DEIA efforts in the promotion and tenure process. After a review of UMBC's existing procedures and policies and those of its peer institutions and USM, at the recommendation of the Inclusion Council and other stakeholders, changes expressing UMBC's commitment to inclusive excellence that recognize and reward the DEIA efforts of faculty at all levels were made to the Faculty Handbook.

1. Section 6.2, "UMBC Criteria for Faculty Appointment and Promotion," was amended to state that UMBC is committed to creating an inclusive culture and DEIA work is recognized and reviewed in research, teaching, and service.
2. Section 6.3.4.1, "Report of Department Chair," requires the Chair to affirm that the review process recognized work presented in the candidate's dossier contributing to DEIA in research, teaching, and service.
3. Section 6.10, "Departmental Guidelines for Promotion and Tenure," was moved to Section 6.4, edited to align with recent changes made elsewhere in the policy, and included these revisions:
    - A preamble reminding departments to create and periodically review promotion and tenure guidelines encouraging and rewarding work that aligns with UMBC's mission and values.
    - The inclusion of a directive in the Teaching and Service categories for departments to include documentation of formal and informal mentorships and other activities that would otherwise be invisible.
    - The revisions to departmental P&T policies will be reviewed and approved at the college level and by the Provost's office.

Faculty Annual Report: To help faculty track and receive recognition for their DEIA activities in their faculty annual reports and self-assessments, UMBC modified the faculty annual report so that faculty can record these activities. UMBC also created a new Mentoring section enabling faculty to document this important service to the community and to flag mentoring with a DEIA component. These modifications, which will be periodically reassessed to improve data collection, were planned to encourage faculty to think about the additional ways in which DEIA efforts can inform research, service, and teaching.

Appendix 1: UMBC Cultural Diversity Plan

2019 Diversity Plan-UMBC

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

UNIVERSITY OF
MARYLAND

2022 Institutional Programs of Cultural Diversity Report

Point of Contact:
Dr. Georgina Dodge,
Vice President for Diversity and Inclusion,
gdodge1@umd.edu

University of Maryland, College Park
Section 1: A summary of the institution's plan to improve cultural diversity as required by Education Article §11-406

In spring of 2022, the University of Maryland, College Park, adopted Fearlessly Forward, a new strategic plan that centers Diversity, Equity and Inclusion (DEI) as one of six guiding principles: "We are strongest when embracing voices, ideas, perspectives, identities, and experiences across our campus. Together, we work toward justice." This determination to create an inclusive and equitable campus aligns with the two priorities that President Darryll Pines established during his inauguration in 2021: ensure excellence in all that we do; and create a more inclusive, multicultural community for all. UMD strives to create a cultural climate that enables everyone to succeed within a framework of care and belonging.

This effort begins when new community members first join UMD and participate in the TerrapinSTRONG onboarding program, which establishes a shared vision and values for the entire campus community. All new faculty, staff and students participate in the TerrapinSTRONG onboarding course, as well as TerrapinSTRONG onboarding initiatives within their division/college/school. The program creates a sense of belonging and an expectation of personal responsibility among UMD community members, helping individuals build relationships, find support systems, and understand how their work connects to the wider vision of inclusion. TerrapinSTRONG provides information about resources in bias incident reporting, counseling services and additional resources for BIPOC. While the program was created for incoming faculty, staff and students, all faculty and staff were given the opportunity to complete the onboarding course. Since its rollout in 2020, 81% of UMD faculty and staff have completed TerrapinSTRONG. Over the past year, additional elements have been added to the program, including workshops focused on Design for Belonging. Sections of TerrapinSTRONG also acknowledge the exclusionary issues in our shared community history and bring marginalized voices to the table, clearly communicating our commitment to be a welcoming and safe environment as well as the importance of taking care of our community.

Care requires healing, and the University of Maryland has been working to recognize our past and acknowledge the role our university has played throughout its history in denying access and full participation. This important work is the central topic of inquiry for The 1856 Project, UMD's chapter in the international consortium of Universities Studying Slavery. While investigating the history and legacies of human bondage at UMD, the Project also celebrates trailblazers and brings to light the deeds of unsung heroes who left impacts on Maryland. The 1856 Project provides support in examining and understanding the relationship between the University of Maryland and historically Black communities in Prince George's County, including Lakeland, North Brentwood, Rossville and Muirkirk, while creating scholarly activities and outreach and engagement opportunities for faculty, staff, students and other community stakeholders for examining Black histories around slavery and segregation and its familial ties to UMD.

At the University of Maryland, recognition of the past is actualized not just through research and discovery but also through the physical geography of the campus. During the academic years of 2021-2023, the Heritage Community opened with the dedication of two new residence halls, Pyong-Chen Hall and Johnson-Whittle Hall, celebrating diverse trailblazers on the UMD campus. Pyong Su was the first Korean student to receive a degree from any American college or university in 1891, and Chunjen Constant Chen was the first Chinese student to enroll at the Maryland Agricultural College in 1915. Elaine Johnson Coates was the first African American female to graduate with a degree in education in 1959, and Hiram Whittle was the first African American male to be admitted to our

university in 1951. They will forever be symbols of opportunity and progress whose resolve and determination to succeed against all odds serve as an inspiration to all Terps. In addition, the new dining hall adjacent to the Heritage Community is named Yahentamitsi, which means “a place to go to eat” in the Algonquian language spoken by the Piscataway, who are indigenous to Maryland.

Recognition of the physical origins of our university is also observed through the campus land acknowledgement, which recognizes and respects that the Piscataway People are the traditional stewards of the lands where we work, live and learn. The official University of Maryland Land Acknowledgement was created by a working group of students, faculty and staff who collaborated closely with Native and Indigenous Elders. The Land Acknowledgement may be displayed or read aloud at campus events and is available for all units across campus to deploy.

The above description of initiatives that have come to fruition over the past year is important to gaining an understanding of the campus climate at UMD, which is an essential, if not the central, component to improving cultural diversity. Our geographical location and status as a world-class research institution attract a diverse population, but an additional element of that attraction—as well as a critical component of retention—is our ability to create an inclusive climate that celebrates our diverse identities, backgrounds and cultures.

University of Maryland, College Park
Section 2: A description of efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty

Recruiting and retaining a diverse student body is a top priority for the university. In October, the university announced the launch of the Terrapin Commitment, a $20 million annual investment for need-based financial aid for Maryland students. The program will begin in January 2023 and ensures that tuition and fees are fully covered for Pell-eligible, in-state students who are enrolled full time and have unmet financial need. This will dramatically reduce the financial barriers to obtaining a higher education for low-income Marylanders.

The university continues to take advantage of our geographical location by implementing and enhancing efforts and programs that build strong partnerships with Prince George's County and Washington, D.C., specifically to recruit Black students. While the Office of Undergraduate Admissions (OUA) is not allowed to establish numeric enrollment goals by race, it is our clear intention to improve the recruitment, admission and enrollment of diverse students from our home county. While there is much work to be done, the previous and current efforts have begun to have an impressive impact. From the fall of 2017 to the fall of 2021, the number of Black/African American freshmen admitted for the fall semester has increased by 40%. While we are encouraged by this increase, the number of students who have chosen to enroll has not followed a similar increase and the number of enrolled Black/African American students has increased although not on the same scale as admits during the same time period. As a result, OUA continues to focus its efforts on improving the yield rate among the students who have been successfully recruited and admitted to the university. As we await the Supreme Court ruling on affirmative action and its potential impact, we continue with several recruitment approaches that are already in place, modifying and enhancing a number of efforts to target outreach efforts in Prince George’s County in preparation for the court ruling against consideration of race in admissions. For example:

- Now A Terp Mixer for Admitted Students: Evening reception at The Hotel designed to encourage freshman enrollment for African American and Latinx Prince George’s County residents.

- Enrollment defense efforts: Personalized outreach efforts designed to address student questions or rectify any outstanding issues that may be hindering enrollment for county residents.
- College Access Conference: While not restricted to Prince George's County, this day-long college application workshop for rising high school seniors will return to an in-person event (subject to COVID restrictions) targeting African American, Latinx and Native American Maryland residents and will have enhanced outreach efforts for Prince George's County residents
- College application workshops, held at the request of school counselors throughout the county
- College readiness summer boot camps, held at the request of the PGCPS Office of College Readiness and Student Services
- Essay writing workshops, held at the request of the PGCPS Office of College Readiness and Student Services
- High school visits (held virtually and in person throughout the county)
- Maryland Ascent Program, helps first-generation students from Baltimore schools navigate the complex world of college admission

We are particularly proud of the National Science Foundation rating of UMD as #8 for the production of Black or African American undergraduates who later achieve doctoral degrees. We are strengthening our efforts to increase the number of Black Ph.D. students, including initiatives led by the Office of Graduate Diversity and Inclusion to recruit and support students from underrepresented populations; the new President's Fellowship, for which 40 award offers were made this spring (23 to Black students); and a program to match college/department enhancements to students from underrepresented groups.

Creating an inclusive environment for students continues with the ongoing development of five new cultural centers that will support the following groups: Latinx, Asian Pacific Islander Desi American, Native American and Indigenous, multiracial and biracial, and students with disabilities. The new DICE (Diversity & Inclusion in Computing Education) Lounge is a community space on the first floor of the Brendan Iribe Center for Computing Science and Engineering for students in computing to meet, study, and connect. In addition, the Department of Fraternity and Sorority Life has launched the Agora House on fraternity and sorority row for our NPHC and MGC groups to use as a gathering and programming space. These new culturally centered spaces will join the current LGBTQ+ Equity Center and the Nyumburu Cultural Center for our Black community, which continue providing support and resources for diverse students. The Office of Multi-Ethnic Student Education (OMSE) celebrated its 50th anniversary of providing wraparound academic support services for diverse undergraduate students.

Increasing the diversity and well-being of all staff is a top priority in our strategic plan and one that we are pursuing actively. Our strategic plan boldly commits to making new and sustained investments in our people and communities. Specifically, we aim to lead the nation in living our commitment to equity, diversity and inclusion; to become a connected, coordinated and effective community of care that supports success and well-being; and to align evaluations, rewards and incentives with our goals and values.

To that end, the university now subsidizes employee memberships to Care@Work (Care.com), which provides referrals and care-related content. Finding care for a loved one is one of the most important decisions families make and Care@Work, a flexible platform available via computer or phone, connects families and caregivers. It provides families the tools to help make more informed hiring decisions, wherever care needs arise. Employees are able to post a job and browse through active caregivers on the site, utilize the Safety Center, receive newsletters filled with tips and advice, and access the wealth of care-related content in the online Community. They also have access to view full profiles and reviews,

contact caregivers, purchase background checks, arrange for subsidized backup care, and apply for tuition discounts at participating child care centers. This strategic investment in employees' ability to care for their families aids with retention, particularly in light of care-related challenges that exist in the wake of the pandemic. It also signals to our staff that we understand the importance of their lives outside of work, which are an integral part of who they are on campus.

Over the past year, the university focused on collecting data from staff to discern their perceptions of the current state of their workplace and what kinds of investments would make their work life better. Input was collected through a pulse survey, campus conversations and idea booths set up at staff appreciation events. The information from both quantitative and qualitative prompts provided key findings for meeting staff needs. Among the highlights, we learned that our staff are interested in creating more opportunities for career advancement, developing more ways to recognize staff contributions, and designing more opportunities for staff and supervisors to learn and grow professionally. Additionally, we found that our staff want us to continue to advocate for competitive pay and quality of benefits, continue flexible work options, and ensure diverse perspectives and identities are welcomed at work. We are moving forward immediately on these findings, creating a work group to explore career pathways, staff innovation awards, new and expanded supervisor training and, in conjunction with USM, a comprehensive compensation analysis.

We have clearly communicated to all departments that increasing diversity among our faculty is a priority and have developed financial incentives to enable us to compete with other universities. Our goal is to be a clear leader among AAU universities in the diversity of our faculty, and we will continue to seek out and make offers to underrepresented faculty. The university has recently hired three new deans who bring diversity to our academic leadership.

The University of Maryland launched the FAMILE (Faculty Advancement at Maryland for Inclusive Learning and Excellence) faculty diversity hiring initiative in March 2021. Through FAMILE, the University will invest $40 million over 10 years to diversify its tenured and tenure track faculty. To date, 23 faculty members (14 assistant professors, 9 tenured) from underrepresented populations have been hired through the FAMILE initiative. In particular, the number of tenured/tenure track faculty who identify as Black/African American has increased from 77 in Fall 2021 to 89 in Fall 2022, for an increase of 13.5%. Since Fall 2015, the number of tenured/tenure track faculty who identify as Black/African American has increased from 72, for an increase of 19.1%. Of 26 underrepresented postdocs, 3 converted to TTK and 4 converted to PTK.

To enhance the capacity of departments, colleges and campus committees to reduce bias and enhance equity in the academic work environment, the ADVANCE Program, in collaboration with the Office of Diversity and Inclusion and the Office of Faculty Affairs, launched an Equity Coaches program. Equity Coaches are faculty and administrators who are well-versed in the literature on bias in the academic work environment and the strategies for mitigating it, as well as in best practices for facilitating equity-based conversations. They will serve as facilitators of a range of ADVANCE workshops related to equity in faculty evaluation and inclusive faculty hiring, among other content areas. Coaches have a proven track of engagement on diversity, equity and inclusion issues in their own unit and/or professional associations; openness to engaging with campus constituents; good communication skills; and the ability to problem-solve quickly. They receive intensive training/coaching from ADVANCE/ODI related to bias awareness/reduction, evidence-based best practices and group facilitation. After completing the training, each coach is asked to facilitate 3-4 workshops in pairs depending on availability, campus interest and skill. We anticipate that Equity Administrators, Diversity Officers, former/current

ADVANCE professors, and others involved in campus DEI activities may be particularly well-suited for this role. In addition, we hope that faculty and administrators who serve as Equity Coaches may be well-suited for serving in campus leadership roles, including as Equity Administrators or Diversity Officers, in the future.

Every college, school and administrative division on campus has a Diversity Officer and an Equity Administrator who meet regularly with their respective groups, convened by the VP for Diversity and Inclusion, in order to share best practices and coordinate campuswide initiatives. The Diversity Officers work with the units' diversity committees and provide guidance to unit leadership for the development of DEI initiatives and programs and retention strategies. The Equity Administrators ensure that the unit's hiring processes align with the university's Search and Selection Equity Guidelines.

University of Maryland, College Park
Section 3: A description of efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus

Multiple cultural training programs for faculty and staff are offered across campus, including required implicit bias training for departments that wish to obtain funding through the FAMILE hiring program for faculty. FAMILE funding also requires the creation of a mentoring plan for faculty hired through the program. In addition to hiring, retention is also an important area of focus, and effective and fair evaluation practices and procedures are important for retention, advancement and overall job satisfaction; yet, as in other areas of decision-making, social and cognitive bias can often impact how we evaluate faculty and staff. Evidence-based training for effective evaluation of faculty for promotion includes bias awareness and strategies to ensure fair and transparent evaluation.

On March 1, 2022, the University Senate overwhelmingly passed a proposal to modify the university's general education diversity requirement, a process that will take several years to implement. We are increasing the number of practicum-style courses that focus on navigating diverse social environments, which offer instruction in communication, conflict resolution, teamwork and coalition-building skills essential for constructive civic engagement. Students are also required to complete a course focused on understanding structures of racism and inequality, which will include fact-based, nuanced discussions of systemic and structural racism throughout history and across the world.

The Office of Multicultural Involvement and Community Advocacy (MICA) coordinates cross-campus efforts to celebrate the rich diversity of cultures on our campus. For each heritage month, MICA produces a calendar of events that pulls together both campuswide and unit-specific efforts. For example, the Black History Month calendar for February included ceremonial celebrations, invited speakers, career and leadership workshops, film screenings, artistic performances, reading and open mic events, and more. In addition, there are hundreds of student organizations on campus, many of which focus on the cultural heritage or interests of student members. These organizations host and sponsor numerous events throughout the year ranging from socials that allow cultural groups to gather and celebrate significant occasions to educational forums that enable everyone in the community to learn more about different countries or cultures. These events provide both formal and more casual ways for students, staff and faculty to interact while learning and having fun.

Even as we create community, we know that the pandemics and other societal events impact our populations in sometimes detrimental ways. The national increase in mental health issues, particularly

among students, has been experienced on all campuses, and ours is no exception. At UMD, the Counseling Center supports the personal, social and academic success of all students and is particularly cognizant of the specific needs of diverse populations. As a result, new counselors are added to staff with intentionality, keeping diversity considerations central to hiring decisions. The staff at the center are diverse in terms of ethnic backgrounds, cultural backgrounds, sexual identities, gender identities, neurodiversities and other aspects of diversity. Diversity considerations will continue to be central as the Counseling Center conducts searches for additional psychologists as the need for staff increases.

On May 16, 2022, the University of Maryland hosted a dedication ceremony for the new Lt. Richard W. Collins III Plaza, which honors the life and legacy of a Bowie State University student who was killed on our campus in an act of hate in 2017. Hundreds of university community members gathered alongside social justice activists, community leaders, government officials and members and friends of the Collins family to remember Lt. Collins and advance important discussions on social justice and equity for all. In addition, a partnership with Bowie State University and the Lt. Richard W. Collins III Foundation, the Social Justice Alliance (SJA), honors the memory and legacy of 1st Lt. Richard Collins III through joint programming including an annual symposium and other events. Information regarding scholarships honoring Lt. Collins is available through the SJA as well as UMD, BSU, and MHEC. Information regarding the murder of Lt. Collins has also been incorporated into TerrapinSTRONG onboarding to ensure that we acknowledge and confront all aspects of our history.

Positive interactions on campus depend upon relationships, and both local and national events have damaged trust between police forces and the populations they serve. In response to Black student issues with policing, a Task Force on Public Safety and Community Policing Report was appointed and produced a comprehensive report in November 2021. Based on the recommendations from the report, in 2022 a Campus Safety Advisory Council was formed that includes membership from students, staff, faculty and the city of College Park. The Council ensures that the task force's recommendations are being acted upon in order to help us move toward more collaborative and trusting partnerships between our public safety officials and the university community.

University of Maryland, College Park
Section 4: A description of emerging populations that are currently underrepresented in higher education

While there have always been students, staff and faculty with disabilities on our campus, we are seeing growing numbers of accommodation requests across all constituencies. In particular, neurodivergent learners are becoming more common at universities and colleges across the country, including ours, and the lack of understanding and the application of the label of "disability" to those who think differently is typical and not always welcome. It will require a major cultural shift for society to recognize and celebrate neurological differences as normal, natural variations in human genomes. Until the needs of all types of learners can be met, accommodations must be made to ensure access. Even as we work to increase staffing to meet the growing need for accommodations, we are preparing our institutions to welcome diverse learners through educational opportunities such as providing resources for Universal Design for Learning.

Legislation and attacks against trans communities across the country has increased over the past year. We recognize that while the brunt of anti-trans legislation is not happening in Maryland, our students, faculty, staff and UMD community are still impacted. The LGBTQ+ Equity Center believes that community

building and peer-to-peer support are the most effective ways to help trans students, faculty, and staff feel seen and protected. They center trans visibility in all of their programs and initiatives. In addition to providing advocacy and mentoring, over the past year the LGBTQ+ Equity Center has launched the following programs and initiatives to increase trans visibility and support:

- Trans Healing Space, both through virtual resources and in person
- Trans Terps Project, an ongoing initiative to educate the campus on trans-centered topics
- The LGBTQ+ Equity Center collaborated with the School of Public Health to use data from their "Sexual and Gender Minority Stress Amid the COVID-19 Pandemic: Implications for LGBTQ Young Persons' Mental Health and Well-Being" report to inform and provide relevant queer- and trans-centered care and programs in the height of the COVID-19 pandemic and beyond

Moving forward, the LGBTQ+ Equity Center plans to increase trans-centered programs and initiatives and revitalize the Trans Terps initiative while continuing to provide advocacy and mentorship to students, faculty and staff who need to navigate trans issues and policies at UMD.

University of Maryland, College Park
Section 5: If needed, a description of other initiatives that are central to the cultural diversity plan that are not captured in Sections 2, 3, and 4

While Jewish students are not underrepresented at UMD, comprising approximately 30% of the undergraduate student population, the rise of antisemitism that is happening nationally is also occurring on our campus through vandalism and other acts of hate and bias. As a result, the Office of Diversity and Inclusion produced a series of webinars on Jewish identity and antisemitism to educate the campus community about the diverse facets of Jewish identity and beliefs as well as the historical origins and impacts of antisemitism. We plan to continue and expand on these offerings as well as pursuing other avenues to ensure that our Jewish community feels safe on campus.

Every year, our students speak out against the university's relationship with Maryland Correctional Enterprises (MCE) for purchasing furniture. This is a complicated and nuanced issue not determined by UMD but by the state of Maryland. We will invite informed speakers and experts to offer our community a collective understanding about the prison system and how it interacts with Maryland higher education and began that effort with our Grand Challenges of our Time Presidential Distinguished Forum with Reginald Dwayne Betts '09, a critically acclaimed writer, public speaker and advocate for incarcerated people. We want to ensure that students and other members of our community are educated about the issue and able to benefit from diverse perspectives.

One of the four foundational pillars of Fearlessly Forward, the new strategic plan, is that we take on humanity's grand challenges. To that end, faculty researches applied competitively for three institutional grants of up to $1M per year for three years. While all three of the recently announced grantees pursue projects that will benefit underserved populations, the Maryland Initiative for Literacy and Equity will have direct impact on our state and our university. For adults and children living in marginalized communities, full literacy comes with barriers. The project aims to close opportunity gaps that have contributed to longstanding societal inequities, and we look forward to its positive impact on our communities.

FEARLESSLY FORWARD

IN PURSUIT OF EXCELLENCE AND IMPACT FOR THE PUBLIC GOOD

THE UNIVERSITY OF MARYLAND
STRATEGIC PLAN

SPRING 2022

FEARLESSLY FORWARD

IN PURSUIT OF EXCELLENCE AND IMPACT FOR THE PUBLIC GOOD

THE UNIVERSITY OF MARYLAND
STRATEGIC PLAN

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OVERVIEW

THE UNIVERSITY OF MARYLAND IS AN EXTRAORDINARY PLACE—VIBRANT AND DYNAMIC AND DIVERSE.

We are a place of learning: a school dedicated to the art and science of education and committed to reimagining teaching and learning inside both classrooms and communities.

We are a campus dedicated to the indisputable value of science and humanities, inquiry and creativity, and comprising tens of thousands of searchers and discoverers working in hundreds of laboratories, libraries, and collaborative spaces. Strategically located just a few miles from the nation's capital, our university is a place where new knowledge is pursued, discovered, and championed.

We are also a community, nearly half a million members strong, of diverse students, faculty, staff, and alumni; a small city of residents and commuters, first responders and health care workers, learners, artists, and athletes; a place where thousands come to work every day to make a difference. Our diversity is integral to our excellence. And ours is a community that is intrinsically connected to our surrounding neighborhoods and our state, our nation, and our world.

The University of Maryland remains, since our founding, an institution of change and progress, and a proud land-grant flagship campus dedicated to the public good.

Our university is evolving faster than at any moment in its storied history. Our guiding principles are helping us to empower the next generation of leaders, artists, writers, educators, scientists, and global citizens to develop creative solutions to the grand challenges of our times.

OUR GUIDING PRINCIPLES

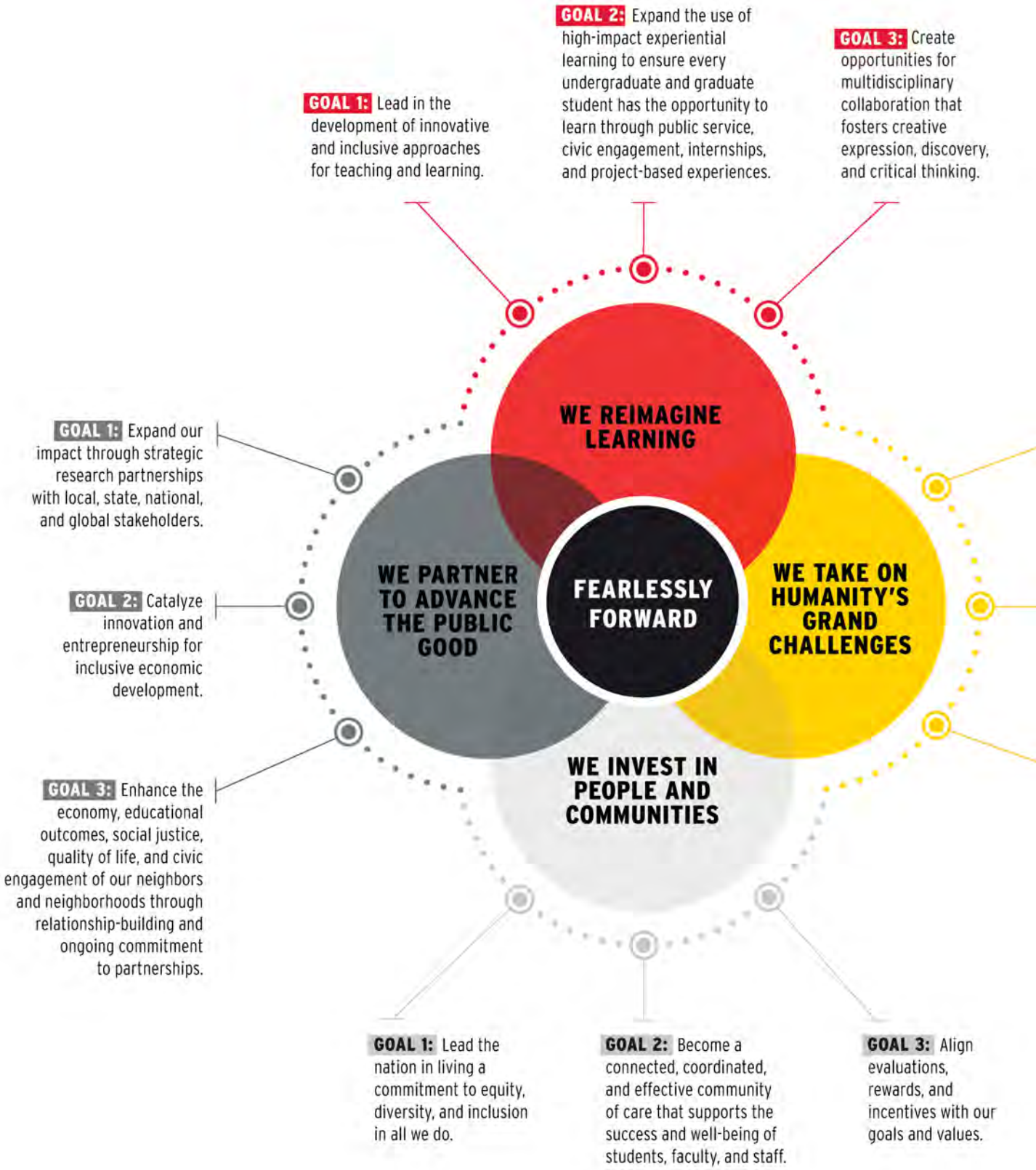
- **VALUES-DRIVEN EXCELLENCE:** We are committed in all endeavors to surpass good and great to reach new levels of preeminence.
- **DIVERSITY, EQUITY, AND INCLUSION:** We are strongest when embracing voices, ideas, perspectives, identities, and experiences across our campus. Together, we work toward justice.
- **IMPACT:** We envision and create a better future for our state, nation, and world through research, education, and service.
- **INNOVATION:** We aim to transcend the status quo, think creatively, and act to take on the grand challenges of our time.
- **COLLABORATION:** We accomplish more when we work together for a common purpose.
- **SERVICE TO HUMANITY:** We are guided by an unwavering commitment to all of our constituencies—students, faculty, staff, partners, allies, and alumni—to fearlessly forge a better world for all humankind.

We must be united in our noble and fearless purpose, because celebrating differences and leveling societal inequities must be among our greatest strengths, because grand challenges demand fearless ideas, and because progress will not be measured in individual achievement, but in our collective accomplishments.

FEARLESSLY FORWARD IN PURSUIT OF EXCELLENCE AND IMPACT FOR THE PUBLIC GOOD: THE UNIVERSITY OF MARYLAND STRATEGIC PLAN presents a bold reimagining of what our university must be to uphold and expand our mission of service to humanity. Our vision is at once ambitious and fearless:

OUR VISION:
TO IMPROVE THE LIVES OF EVERY PERSON ON EARTH, WE WILL REIMAGINE TEACHING AND LEARNING; ACCELERATE SOLUTIONS TO THE GRAND CHALLENGES OF OUR TIME THROUGH CREATIVITY AND DISCOVERY; AND FORGE A DIVERSE AND INCLUSIVE COMMUNITY WHERE OUR DIFFERENCES ARE CELEBRATED AND EQUITY IS RELENTLESSLY PURSUED. TOGETHER, WE WILL DEDICATE OURSELVES TO ADVANCING THE PUBLIC GOOD BECAUSE OUR INDIVIDUAL WELL-BEING IS ENDURINGLY BOUND TO OUR COLLECTIVE WELL-BEING.

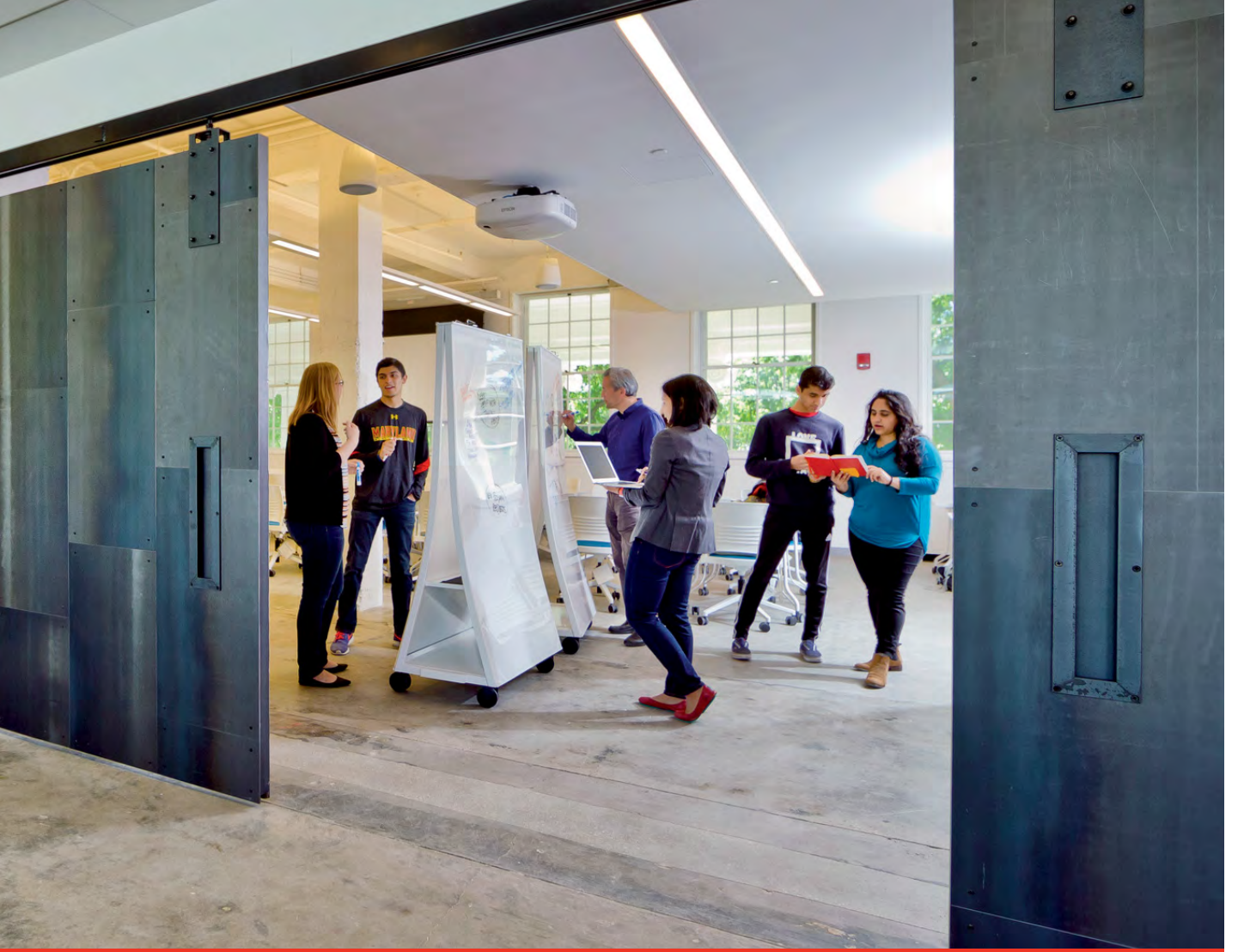
OUR PLAN


GOAL 1: Lead in the development of innovative and inclusive approaches for teaching and learning.
GOAL 2: Expand the use of high-impact experiential learning to ensure every undergraduate and graduate student has the opportunity to learn through public service, civic engagement, internships, and project-based experiences.
GOAL 3: Create opportunities for multidisciplinary collaboration that fosters creative expression, discovery, and critical thinking.
WE REIMAGINE LEARNING
GOAL 1: Expand our impact through strategic research partnerships with local, state, national, and global stakeholders.
WE PARTNER TO ADVANCE THE PUBLIC GOOD
FEARLESSLY FORWARD
WE TAKE ON HUMANITY'S GRAND CHALLENGES
GOAL 2: Catalyze innovation and entrepreneurship for inclusive economic development.
GOAL 3: Enhance the economy, educational outcomes, social justice, quality of life, and civic engagement of our neighbors and neighborhoods through relationship-building and ongoing commitment to partnerships.
WE INVEST IN PEOPLE AND COMMUNITIES
GOAL 1: Lead the nation in living a commitment to equity, diversity, and inclusion in all we do.
GOAL 2: Become a connected, coordinated, and effective community of care that supports the success and well-being of students, faculty, and staff.
GOAL 3: Align evaluations, rewards, and incentives with our goals and values.

GOAL 1: Invest in faculty, student, staff, alumni, and partner capacity to take on grand challenges through multidisciplinary and engaged research and curricular innovations.

GOAL 2: Leverage our location near the state and nation's capitals to advance and support evidence-based policy that addresses grand challenges at community, state, national, and global levels.

GOAL 3: Amplify impactful research, scholarship, creative activities, teaching, and service work through communication, visibility, and translation.



WE REIMAGINE LEARNING.

We reimagine learning and teaching as inclusive, experiential, publicly engaged, creative, integrative, holistic, and empowering.

GOAL 1

Lead in the development of innovative and inclusive approaches for teaching and learning.

OBJECTIVES:

- Expand accessibility of our educational programs through equitable, flexible, inclusive approaches to instructional design and delivery.
- Rethink and reconfigure our learning environments to balance, integrate, and leverage universal design, technology-rich education, and human connection.
- Unlock the potential of our campus as a green, connected living-learning environment that is open and accessible to the global community.
- Imagine new possibilities for advancing lifelong learning with technology and new forms of engagement for learners of all ages.

GOAL 2

Expand the use of high-impact experiential learning to ensure every student has the opportunity to learn through public service, civic engagement, internships, and project-based experiences.

OBJECTIVES:

- Provide opportunities throughout the educational journey for internships, research experiences, and other applied learning experiences.
- Develop and coordinate volunteer and civic engagement opportunities, and encourage undergraduate and graduate students to engage in work in support of the public good.
- Grow events and programs that enable students to connect with local community members, organizations, and businesses for civic development, employment, and other forms of learning.

GOAL 3

Create opportunities for multidisciplinary collaboration that fosters creative expression, discovery, and critical thinking.

OBJECTIVES:

- Build partnerships among the arts, humanities, science, technology, and other disciplines to develop new curricular and experiential offerings that nurture different ways of thinking to spark dialogue, understanding, problem solving, and action.
- Support indoor and outdoor spaces on campus to advance learning, inspire discovery, and activate creativity.

WE TAKE ON HUMANITY'S GRAND CHALLENGES.

Our education, research, scholarship and creative activities, and service are designed to accelerate solutions to humanity's grand challenges—within our communities and around the globe.

GOAL 1

Invest in faculty, student, staff, alumni, and partner capacity to take on grand challenges through multidisciplinary and engaged research and curricular innovations.

OBJECTIVES:

- Inspire multidisciplinary collaboration to address grand challenges such as climate change, social injustice, global health, education disparities, poverty, and threats to our democracy.
- Place interdisciplinary grand challenges at the center of our curriculum, further integrating our education and research missions.
- Prepare and energize the next generation of critical thinkers and change agents through integrated, experiential, and high-impact learning experiences focused on grand challenges in and outside the classroom.

GOAL 2

Leverage our location near the state and nation's capitals to advance and support evidence-based policy that addresses grand challenges at community, state, national, and global levels.

OBJECTIVES:

- Expand partnerships with government agencies, policymakers, and community leaders that allow our faculty, staff, and students to contribute meaningfully to our democracy and society.
- Provide internships, fellows programs, and other place-based experiential learning opportunities for students to directly engage in local, state, national, and global grand challenges.

GOAL 3

Amplify impactful research, scholarship, creative activities, teaching, and service work through communication, visibility, and translation.

OBJECTIVES:

- Recognize and reward activities that are visionary, translational, and powerful.
- Communicate the real-world impact of our research, scholarship, and creative activities.
- Highlight the accomplishments of our graduates.
- Strengthen the integration of Intercollegiate Athletics into the fabric of the university and leverage its reach and visibility to share research and academic accomplishments.

WE INVEST IN PEOPLE AND COMMUNITIES.

We invest in people, their well-being and advancement, and the conditions that support their ability to fully participate and thrive in our community, state, and world.

GOAL 1

Lead the nation in living a commitment to equity, diversity, and inclusion in all we do.

OBJECTIVES:

- Ensure every member of our community has access to safe and inclusive campus communities.
- Introduce every new student, faculty, and staff member to our Terrapin history, traditions, values of diversity and equity, and ongoing efforts to create a more inclusive campus where every member feels they matter and belong.
- Invest in the capacity of our students, faculty, and staff to learn, teach, work, lead, and engage in dialogue across difference, leveraging diversity and inclusion as central in all we do.
- Create an actionable and sustainable plan to tackle issues of social justice, equity, and antiracism, both locally and globally, through our research, education, and outreach.

GOAL 2

Become a connected, coordinated, and effective community of care that supports the success and well-being of students, faculty, and staff.

OBJECTIVES:

- Take action to ensure the financial health of students, faculty, and staff through fundraising, advocacy for additional need-based aid and better wages and benefits, and investments in career readiness and workforce development.
- Provide innovative and excellent services in areas critical to staff, faculty, and student well-being such as mental and physical health, financial planning, skill development, work-life support, language development, and housing.
- Connect all Terps locally and globally through enhanced technology, coordinated networks, and accessible communications.

GOAL 3

Align evaluations, rewards, and incentives with our goals and values.

OBJECTIVES:

- Reenvision faculty promotion systems to promote and reward inclusive excellence; impactful research, service, and civic engagement; and innovative activities that advance the common good.
- Act together to create a workplace where staff thrive through new opportunities to learn, lead, and advance and are recognized for their talents and contributions.

WE PARTNER TO ADVANCE THE PUBLIC GOOD.

Our future is tied to and interconnected with our local, state, national, and international partners. We will create and sustain partnerships that allow our research to have impact locally and globally, our education to prepare students for civic engagement and impact, and our service to create solutions for a more equitable, sustainable, and resilient world.

GOAL 1

Expand our impact through strategic research partnerships with local, state, national, and global stakeholders.

OBJECTIVES:

- Create more flexible structures for collaborative, multidisciplinary research, and creative activities that are responsive to grand challenges and state priorities.
- Accelerate collaboration within the national capital region to ensure our scholarship has an immediate and meaningful impact on policy and practice.
- Realize the possibilities of "MPowering the State" in partnership with the University of Maryland, Baltimore to strengthen and serve the state of Maryland through collaborative and transformative research and instruction.

GOAL 2

Catalyze innovation and entrepreneurship for inclusive economic development.

OBJECTIVES:

- Improve the vitality of the state of Maryland by growing and supporting the next generation of diverse innovators, creators, entrepreneurs, artists, and small businesses.
- Facilitate the transfer of technology and commercialization of our greatest discoveries.
- Coordinate and grow our innovation and entrepreneurship ecosystem on campus and in the Discovery District.

GOAL 3

Enhance the economy, educational outcomes, social justice, quality of life, and civic engagement of our neighbors and neighborhoods through relationship-building and ongoing commitment to partnerships.

OBJECTIVES:

- Ensure our university is an engaged and responsive partner with the city of College Park, Prince George's County, and the state of Maryland as together we seek to improve the quality of life and full participation of our citizenry.
- Grow and strengthen our partnerships to enhance the PK-20 educational ecosystem for the state.
- Create opportunities for students, faculty, staff, and alumni to become involved in state and local civic engagement.

IMPLEMENTATION OF THE PLAN

FEARLESSLY FORWARD IN PURSUIT OF EXCELLENCE AND IMPACT FOR THE PUBLIC GOOD: THE UNIVERSITY OF MARYLAND STRATEGIC PLAN is a living document that lays the foundation for innovative new initiatives, balanced with careful attention to providing value to our local community, state, nation, and world. The plan will evolve and grow as we do. Our critical enablers will be keys to the plan's success, and ultimately, to that of the University of Maryland.

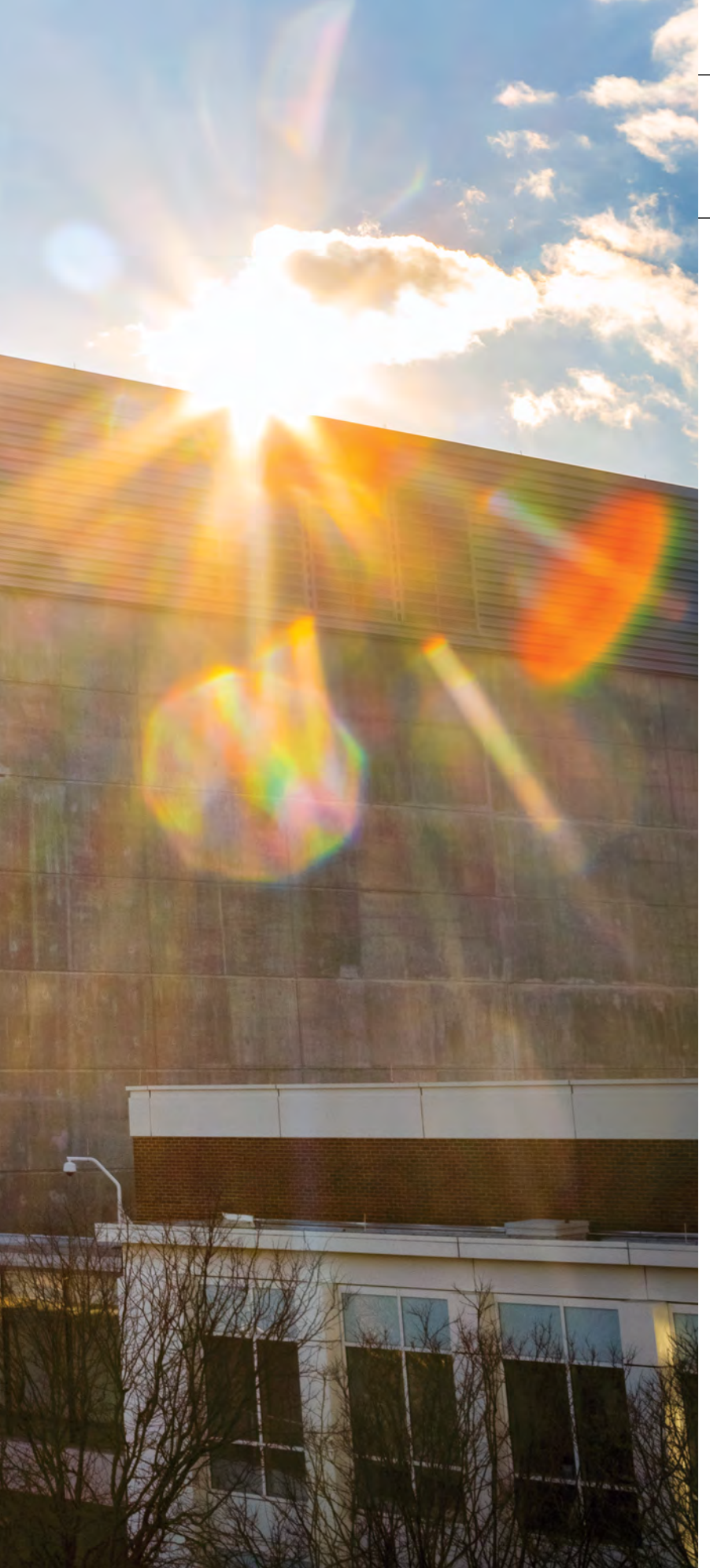
OUR CRITICAL ENABLERS

- **DIVERSE AND ENGAGED COMMUNITY:**
  Bringing together diverse voices and identities across our campus and the community inspires collaboration and creativity and accelerates solutions to grand challenges.
- **SHARED GOVERNANCE:**
  Engaging all students, faculty, and staff in shaping our future advances, our common purpose, impactful and inclusive research, teaching, and service to humanity.
- **STRATEGIC LOCATION:**
  Leveraging our location positions us to promote civic engagement, address state and federal priorities, and expand partnerships with government agencies, policymakers, research organizations, and private partners.
- **INFRASTRUCTURE:**
  Investing in state-of-the-art facilities and leading technologies enables us to tackle grand challenges, support world-class learning and research, and promote innovation and excellence in ways that are responsible and sustainable.
- **COMMUNICATIONS AND EXTERNAL ENGAGEMENT:**
  Sparking dialogue and engagement with alumni and local, state, national, and international partners accelerates and amplifies our real-world impact.
- **REWARD SYSTEMS AND INCENTIVES:**
  Rewarding and incentivizing behaviors and actions that align with our values increases our capacity to activate creativity, amplify impact and promote inclusive learning.
- **RESOURCES:**
  Attracting new resources and promoting effective stewardship of existing resources allows us to invest in high-priority areas that advance our mission and vision.
- **INCREASED COORDINATION AND AGILITY:**
  Enhancing internal and external coordination and implementing agile practices position us to further integrate our education and research missions, pursue interdisciplinary collaboration, and expand partnerships.

In the coming months and years, our programs, initiatives, activities, and commitments will demonstrate our dedication to the goals and objectives laid out in this strategic plan.

Through the implementation of this plan over the next decade, the University of Maryland will engage our community in an ongoing process that includes assessment, progress reports, and priority setting so the plan grows and evolves with us.

FEARLESSLY FORWARD



What the University of Maryland does *matters*, and *how* we do it matters. The collective work of every member of our community—faculty, students, staff, and alumni—must be empowered and celebrated if we are to realize our ambitious vision.

Together, we will develop creative, innovative, adaptive learners and disruptive problem solvers. We will invest in people, reimagine learning, and forge partnerships that lead to solutions to the world's grand challenges. We will leverage Maryland's unique assets and cultivate its rich diversity as a competitive advantage for positively impacting local and global communities.

We must commit ourselves to new ideas rooted in our ideals of inclusive excellence, driven by innovation and impact, and relentlessly focused on public good and service to humanity. Now is the moment for the University of Maryland to move *fearlessly forward* to forge a better world for humankind.

"THIS IS OUR TIME TO REINVENT OUR UNIVERSITY. WE MUST REENVISION OUR CAMPUS AND COMMUNITY AS A MODERN FLAGSHIP RESEARCH UNIVERSITY FOR THE COMMON GOOD."

– PRESIDENT, DARRYLL J. PINES

UNIVERSITY OF
MARYLAND

UNIVERSITY OF MARYLAND
CENTER FOR ENVIRONMENTAL SCIENCE

Spring 2023
Institutional Programs of Cultural Diversity Report

DUE: Friday, April 14, 2023
Institution: University of Maryland Center for Environmental Science (UMCES)
Date Submitted: April 14, 2023
Point(s) of Contact (names and email addresses): Lawrence Sanford (lsanford@umces.edu), Angela Richmond (arichmond@umces.edu), and Amy Griffin (agriffin@umces.edu)

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

At this time, the University of Maryland Center for Environmental Science (UMCES) does not have a formal, Board Of Regents-approved Cultural Diversity Plan. We have begun the process of developing one, and intend to submit our plan with our Spring 2024 Institutional Programs of Cultural Diversity Report. To meet that goal, we plan to have a draft of the plan completed by the end of calendar year 2023. This draft will be shared with our shared governance bodies in January 2024 with the final iteration completed by early April 2024.

2. A description of efforts to increase the numerical representation of multiple traditionally underrepresented groups.

UMCES has taken a broad, multi-pronged approach towards increasing the numerical representation of traditionally under-represented groups in its operations, its research, and its education activities. Activities include adoption of more inclusive and equitable hiring practices, developing partnerships with other universities likely to increase the number of under-represented student applications, offering more courses about diversity in STEM, participating in undergraduate internship programs focused on increasing under-represented participation in STEM research, joining USM-wide Postdoc to Faculty efforts to attract under-represented PhD graduates into the professoriate, and working to make UMCES an inclusive, equitable, and inviting place to work so that new under-represented colleagues will want to stay.

Hiring and Employment Practices - When posting open positions, UMCES has begun paying the upcharge for the diversity boost offered by certain sites (e.g., Chronicle of Higher Education). Additionally, UMCES has added verbiage to job ads stressing the compensation and excellent benefits offered, and begun developing core working hours in an effort to appeal to working parents as well as improve work-life balance for our employees. Across all campuses, UMCES is continuing efforts to increase collegiality, and improve institutional transparency and communication.

Administrative Staff - In order to increase the diversity of employment applicants, UMCES reached out to the University of Maryland Baltimore County (UMBC) for implicit bias and strategic recruitment training. This training was attended by members of the search committee for a Vice President for Administration and Finance position which went on to hire a diverse candidate. A small team of UMCES administrators also produced UMCES-specific guidance for faculty searches, based on the UMBC STRIDE program. The UMCES Assistant Vice President for Human Resources has plans to update existing guidance to incorporate these lessons for all UMCES searches.

Current Students - UMCES and UMD submitted a joint enhancement request to the USM in July 2019 to support the USM-wide Marine Estuarine and Environmental Sciences (MEES) Program and to enhance and expand in-service and pre-service training to STEM teachers. The enhancement request was partially funded beginning in FY2021, dropping the teacher training component but keeping the recruitment funds. The intent of these funds is to recruit high performing students to MEES, in particular students from underrepresented backgrounds. The funds also add support for the administration of MEES. To date, most of the funds have been used to recruit high-quality graduate students, including several from under-represented groups in STEM. These students have matriculated at all MEES campuses, with a plurality coming to UMCES and UMD.

Additionally, within the MEES Program, in spring 2022, three of our UMCES faculty members instructed the MEES course, "Advancing Diversity Equity and Inclusion in Environmental Science". As a group, the students created and submitted a white paper to the MEES Director that proposed changes that the MEES program could make that would increase Diversity, Equity, and Inclusion.

UMCES has recently partnered with Frostburg State University (FSU) to offer a joint Masters of Environmental Management (MEM) program. FSU is a majority-minority institution. This will be offered as an accelerated pathway for baccalaureate students at FSU to reduce burden and increase benefits for learners (e.g., lessening debt load, reducing time to degree, and providing a skills-driven degree). In this way, the joint MEM will grow a pipeline of diverse employees for the regional environmental workforce. This program will have its first cohort matriculate in Fall 2023.

The UMCES Institute for Marine and Environmental Technology (IMET), our Baltimore campus, supports 3-4 graduate fellows per year, for up to three years each, using funds from the National Oceanic and Atmospheric Agency (NOAA)-supported Living Marine Resources Cooperative Science Center (LMRCSC) grant awarded to the University of Maryland Eastern Shore, in which IMET is a partner.
The LMRCSC aims to train the next generation of marine scientists from underrepresented communities. Current LMRCSC graduate fellows are working with mentors at IMET, Horn Point Laboratory (HPL), and Chesapeake Biological Laboratory (CBL).

Future Students - The MEES Program no longer requires students to submit GRE scores. Students who have taken the GRE and would like to have their scores included in their application may choose to submit them, however, GRE scores are not considered as a criteria for admission into the program.

Pipeline Initiatives - In August of 2022, UMCES and Maryland Sea Grant hosted the NSF Eddie Bernice Johnson SEAS Islands Alliance Bridge program for interactive field work, a cruise on the *R/V Rachel Carson*, and professional networking and development experiences with UMCES Chesapeake Biological Laboratory faculty, staff, and students. The eight SEAS Bridge students participated from Guam, Puerto Rico, and the U.S. Virgin Islands. The SEAS Islands Alliance seeks to broaden participation in Ocean and Marine Science fields through culturally responsive programming that spans from pre-college experiences through to workforce placement. The research goals are focused on understanding the ways that identity and sense of belonging for islanders contribute to participation in STEM pathways in

these fields. Since 2020, the SEAS program has worked with 272 participants across the islands, with ~100 of these in Puerto Rico.

Our HPL and CBL Units host Maryland Sea Grant (MDSG) NSF-funded Research Experiences for Undergraduates (REU) interns each summer. This program affords undergraduates the opportunity to develop research skills while working closely with scientists at those laboratories. The MDSG REU Program encourages students from colleges and universities where research opportunities are limited and from groups unrepresented in marine and coastal science to apply.

The UMCES IMET summer internship program encourages undergraduate students from underserved communities who have an interest in marine and environmental sciences to apply. IMET has over twenty years of experience mentoring a diverse cohort of undergraduate interns in this program. We are proud of our over 200 internship alumni, many of whom have gone on to earn an M.S. or Ph.D.

UMCES Appalachian Laboratory (AL) developed and implemented an internship program focused on providing research and professional development opportunities to undergraduates from underrepresented groups in western Maryland; this effort was highly successful in summer 2022 and we are in the process of recruiting a new cohort of students for summer 2023.

The UMCES CBL unit is collaborating with the College of Southern Maryland in the E2C3, Environmental Education Community College Collaboration to encourage students from all backgrounds within the community college setting to explore opportunities in research science and gain valuable, career-enhancing experience.

UMCES faculty routinely collaborate with Historically Black Colleges & Universities (HBCUs) within the state of Maryland. One pending submission with Coppin State University aims to address the issue of distrust in science by engaging Black middle and high school students in STEM. Not only is this an excellent pipeline initiative for the geosciences, any efforts to alleviate distrust in science among traditionally underrepresented groups can have very real health consequences, as seen throughout the Covid pandemic. Science helped to create this mistrust so what better way to address it than head-on?

Faculty - While UMCES has long sought to diversify its faculty, this has been an elusive goal, especially for persons of color. UMCES is making progress with respect to its male/female faculty balance (currently 65% M and 35% F), though there is still considerable room for improvement. UMCES also has an acceptable representation of AAPI Faculty (9%). Still, UMCES currently has no Black faculty, though our student body and overall employment profiles are somewhat higher in Black representation. However, UMCES has now joined the NSF RISE UPP INCLUDES Alliance Postdoc to Faculty program based at UMBC. This program, initially focused on Biomedical Sciences, expanded its scope in its recent renewal. UMCES is in the process of identifying funds to support our first candidate in the program, who will be based at our IMET facility in Baltimore. The program provides help with attracting and identifying potential applicants and with providing group support for participants, which have been limiting factors for previous UMCES efforts. We are very hopeful that this effort will improve our diversity outcomes at the faculty level.

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

When UMCES first established its Diversity, Equity, and Inclusion Collaborative (DEIC) in June 2020, the group immediately recognized two fundamental truths about DEI at UMCES. First, increasing the diversity of UMCES personnel, especially at the highest levels of the hierarchy, was a long-term commitment that was vitally important but might take time to achieve. Second, UMCES clearly was dealing with a less than optimal current work climate that needed immediate attention and might respond more readily to near-term efforts. The DEIC also recognized that an inclusive, equitable, and welcoming work climate is critical for retaining under-represented minorities after they are recruited to UMCES. To that end, the UMCES DEIC began addressing issues such as micro-aggression and implicit bias immediately, while at the same time seeking external help for professional work climate assessment. Two candidate assessment providers were identified in mid-2021 and began their assessment efforts in late 2021. Their assessments were completed by mid-2022 with final report preparation completed in early 2023.

On March 27, 2023, UMCES Administrative Council (AC), UMCES Diversity, Equity, and Inclusion members, and several additional UMCES personnel attended an all-day work climate retreat at the Frederick Douglass-Isaac Myers Maritime Park located in Baltimore's Inner Harbor. Facilitated by DEI expert and co-chair of the Maryland Commission on Climate Change, Charmaine Brown, this retreat was held to develop strategies for improving UMCES institutional climate based on information received from UMCES institutional climate assessments. The attendees voted for their top three concerns from the issues identified in the assessments: Conflict Resolution (selected by 87% of those present), Retaliation (80%), and Identity-Based Harassment (54%). Working groups will be formed at the next Administrative Council meeting (May 2024) to develop concrete plans for moving UMCES forward in these areas.

Concern over UMCES Administrative Structure received 42% of the vote and will be revisited with the next UMCES president. When meeting with Chancellor Perman in February to discuss the presidential transition, the UMCES community stressed the importance of finding a leader who would continue President Goodwin's legacy of enhancing DEI at UMCES.

UMCES Diversity, Equity, and Inclusion Collaborative (DEIC) also has been working to establish an Ombuds program that will serve faculty, students, and staff. Adapted from a program at the Virginia Institute of Marine Science (VIMS), this program will consist of unpaid volunteers from UMCES faculty and staff (with the possibility of adding student volunteers in the future), all of whom have undergone the official, multi-day training offered by the International Ombuds Association. The volunteer ombuds will help employees and students navigate interpersonal situations that while thorny do not rise to the formal grievance level, as well as provide guidance on those situations that do. We selected the program model as a way to provide necessary services within UMCES budgetary constraints. Contract negotiations with a professional ombuds consultant are currently ongoing. These negotiations have been prolonged by UMCES lack of Internal Counsel, although we hope to have remaining issues resolved within the next several weeks.

UMCES updated its field safety documentation to include DEI considerations and hosted an all-UMCES field safety training, focused on the emotional and psychological safety of participants in field work. Work continues on this initiative, as additional guidance and a best-practices literature library is under consideration. This work began prior to the NSF requirement for a Plan for a Safe and Inclusive research experience and has been helpful in meeting the agency mandate.

In 2022 UMCES continued its implementation of the Statement of Mutual Expectations between graduate students and their advisors. This is a written document that outlines the expectations of both parties in key areas of their relationship. It is not a formal contract, but rather is meant to ensure that a graduate student and their advisor have a clear understanding of what to expect from each other with the goal of fostering a positive and communicative relationship between advisor and student. The Graduate Student Council felt strongly that this document should be mandatory for all students and their advisors as an essential element in their support and success in graduate school. The Education Office is working toward this goal.

Units are working toward reestablishing a sense of community and improving communication to all. For example, AL established a new lounge area to encourage more informal social gatherings and began holding monthly AL town halls to keep all AL employees updated and engaged.

The core UMCES DEIC holds several all-UMCES meetings throughout the year. These open meetings are used to provide an opportunity for institution-wide discussion as well as to inform the UMCES community on specific DEI topics. Some of the topics covered include a history of Asian American and Pacific Islander (AAPI) hate in America, personal pronouns, and microaggressions in academia. In addition to the UMCES-wide DEIC, UMCES units have established their own DEI groups to address campus-specific concerns and to continue conversations of interest to their specific community. Some of the unit DEI topics include the civil rights movement as experienced in Cambridge, establishment of core hours for the unit/lab, and researching misconduct procedures.

CBL's Chapter of the American Association of University Women meets regularly with activities ranging from screening relevant movies to engaging in discussions surrounding women in science and the workplace. One AAUW project consisted of working with Michael Kent, President of the NAACP Calvert County Chapter, and curators at Jefferson Patterson Park & Museum (JPPM) to develop an interactive story map of significant African American History in Southern Maryland. The map "Southern Maryland History: Through Ebony Eyes" can be found at this link.

The Horn Point Laboratory chapter of the Society for Women in Marine Science provides a framework for discussion, networking, and mentoring young marine scientists. They continue leading collaboration efforts within the community and connecting with the next generation of scholars.

An HPL student Langenberg Legacy Fellow and his staff mentor worked to establish a relationship and engage with Building African American Minds (BAAM), a local community organization dedicated to providing educational support and learning experiences to systematically disenfranchised young scholars. The pair worked to connect BAAM participants to Horn Point's campus by expanding and augmenting the existing community garden space. On July 25th 2022, over 30 students and chaperones from BAAM visited Horn Point Laboratory for a day of environmental education and outdoor experiences. The time together was structured around a central theme of "mutualistic symbiosis"—an ecological concept defining a relationship wherein individual organisms benefit from working with each other.

4. A description of emerging populations that are currently underrepresented in higher education.

Historically, underrepresented populations have been predominantly understood as people of color (primarily Black and Hispanic/Latino) and women. While these groups are far from having achieved parity in higher education, the understanding of underrepresented populations in higher education is evolving. Native American, AAPI, physically disabled, neurodiverse, and LGBTQ+ populations are seen as emerging underrepresented populations requiring additional research and consideration.

One of the DEIC initiatives under discussion is conducting land research for our campuses. We would like to know the history of the Native American peoples originally dwelling on what are now our campuses, as well as whether any of the land supported a slave-owning property in the past. This information would then be used to develop any necessary land and slavery acknowledgment statements for our campuses.

Events during the pandemic reminded us that the AAPI populations also struggle with very ugly and violent racism. The tendency to lump all AAPI persons into a single unit rather than recognize the multiple cultures under the umbrella term as well as the myth of the model minority (i.e., "Asian Americans achieve universal and unparalleled academic and occupational success" [Museus and Kiang, 2009, p.6]) have resulted in a dearth of data on how AAPI persons are faring in higher education. (See also the book *Asian Americans and Pacific Islanders in higher education: Research and perspectives on identity, leadership, and success* in the references below.)

Disability advocates are encouraging a move from the medical model of responding to disability (i.e., focusing on physical access to facilities and technology) to a social model (i.e., focusing on the "environmental, economic and cultural barriers to full social acceptance and inclusion" [Leake and Stodden, 2014, p. 404]).

Neurodiversity, a term which includes "dyspraxia, dyslexia, attention deficit hyperactivity disorder, dyscalculia, autistic spectrum… Tourette syndrome" (Clouder et al, 2020, p.757), Downs Syndrome, epilepsy, and chronic mental health issues such as depression, anxiety, bipolar disorder, and obsessive-compulsive disorder, is also gaining attention in higher education research. Research recognizes that neurodiverse students disproportionately suffer from anxiety, depression, and a feeling of otherness that can derail an advanced education before it has a true chance to start (Clouder et al, 2020). Faculty, students and staff with invisible disabilities face the additional hurdle of needing to "prove" their condition to oftentimes skeptical professors, supervisors, etc. The additional burden of potentially being seen as feigning the issue to receive special treatment adds to the stress faced by being neurodiverse in the first place. Institutions of higher education are tasked with finding ways to support these members of their communities often without additional resources or adequate training. This issue will undoubtedly continue to grow, as the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act have encouraged mainstream education for neurodiverse students, and many parents and special education teachers rightly encourage higher education as a goal (Leake & Stodden, 2014).

There is additional research around the intersectionality of identity and how that can complicate one's sense of belonging. For example, a woman with attention deficit-hyperactivity disorder who's in a same-sex relationship has multiple layers of otherness. Each of those layers alone - gender, neurodiversity,

and LGBTQ+ - could impede her sense of belonging in higher education. Together they complicate matters exponentially (Cech, 2022).

Although not emerging populations per se, there are ongoing disparities with LGBTQ+ and women-identifying students within higher education. The LGBTQ+ population is facing recently emboldened displays of animosity and discrimination. As of April 10, 2023, "[the American Civil Liberties Union (ACLU)] is tracking over 450 anti-LGBTQ+ bills in the US" (aclu.org). Women are still underrepresented in leadership, as well as in tenured and tenure-track positions (aauw.org). The Supreme Court's decision to overturn Roe vs. Wade is restricting reproductive and gynecological care for women nationwide, which not only impacts students but could pose additional issues for tenure-track female faculty.

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

We have developed a plan to evaluate all current UMCES policies through a DEI lens and to determine if any new policies are needed. The goal is to complete our initial review within the next five years (20% per year), and then to revisit all policies on a rolling schedule. Reviewing each policy every five years (or more frequently as required by circumstances and/or legal amendments) will enable UMCES to make more proactive changes and updates. It also provides a natural opportunity to periodically present each policy to the UMCES community, increasing not only awareness but compliance.

References:

AAUW.org

ACLU.org

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Cech, E.A. (2022). The intersectional privilege of white able-bodied heterosexual men in STEM. *Science Advances, 8*(24), eabo 1558. DOI:10.1126/sciadv.abo1558.

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Appendix 1: UMCES Cultural Diversity Plan

In development

UNIVERSITY OF MARYLAND
EASTERN SHORE

UNIVERSITY OF MARYLAND EASTERN SHORE
Office of the President

Institutional Programs of Cultural Diversity Report -- UMES

Institutional Narratives

1. **Section I: A summary of the institution's plan to improve cultural diversity as required by Education Article §11-406 (attached). Include all major goals, areas of emphasis, and strategy for implementation. Also, provide an explanation of how progress is being evaluated. Please indicate where progress has been achieved and areas where continued improvement is needed. If there is no formal plan approved by the institutional governing board, describe how the institution intends to come into compliance by July 1, 2024**

   Cultural diversity serves as a cornerstone at the University of Maryland Eastern Shore. The University is currently in the process of redeveloping and reimagining cultural diversity for the campus community. The driving force was found in the *Driving Change Self-Study:* The self-study was conducted as part of UMES' application to the HHMI Grant Initiative, *Driving Change*. The goal of *Driving Change* is to "effect genuine and lasting culture change on research university campuses so that undergraduate students from all backgrounds, particularly those who belong to historically excluded groups, will excel in STEM and graduate from college well prepared to pursue advanced degrees and eventually assume leadership roles in STEM."

   While the ultimate purpose of the self-study was diversity, equity, and inclusion as they relate to supporting STEM programs, the scope of the study encompassed the climate for DEI efforts and for positive change as a whole. Those efforts propelled the University to move forward with including the follow strategic plan goal: *Goal 1: Support diversity and inclusion on and off campus and foster a climate of equity for all stakeholders* into the University Strategic Plan as part of the *Vision 2030, From Excellence to Preeminence* from the University System of Maryland.

   UMES hired an outside consultant, Dr. Marquita Qualls. Dr. Qualls will assist with the advancement of the UMES mission and inform decision making by ensuring that the Justice, Equity, Diversity, and Inclusion (JEDI) plan is developed and integrated into every university process and procedure. Dr. Qualls' work will encompass all of

UMES, spanning students, faculty, staff, alumni and the community stakeholders. A broad working group will be assisting in the campus wide JEDI efforts.

The initial plan in Appendix 1 will shift and evolve into a comprehensive and robust institutional cornerstone ensuring that UMES comes into full compliance by the July 1, 2024 deadline.

2. **Section 2: A description of efforts to increase the numerical representation of traditionally underrepresented groups among 1) students 2) administrative staff and 3) faculty. This section of the report should detail initiatives designed to recruit and retain traditionally underrepresented students, staff, and faculty. Reports should include information on both campus-wide and program-specific initiatives.**

   Significant efforts have been made by UMES to increase the numerical representation of traditionally underrepresented groups with students, staff, and faculty. A selected sample includes:

   - Students:
     - Summer Bridge Program
     - Hispanic Student Initiative
     - Transfer Student Initiative
     - International Student Initiative
     - Non-Traditional Student Initiative

   - Administrative staff and faculty:
     - To increase representation to traditionally unrepresented groups, the Human Resource Office (HRO) encourages departments to advertise in a wide arrange of areas that will potentially create diversity in the pool of applications. The HRO only advises since payments for advertisements is incurred by the individual departments. Even in the advisory role, the HRO provides input to recruit a diverse applicant pool. To further promote a diverse pool of applicants, the HRO encourages department heads to network advertisements at conferences, professional associations meetings, etc. In the past, the HRO has attended Career Fairs which has been rebounding slowly since the pandemic.
     - The HRO staff will be available to attend the fairs to continue to promote employee diversity (faculty and staff).
     - Because the UMES campus is very diverse, the HRO optimizes the opportunity to promote continued diversity by alerting all on campus

departments to open positions and placing them on bulletin boards and providing electronic access to the same. The bulletin boards capture the attention of campus visitors as well as employees (including those without much technical savvy) and enables networking between colleagues.

- The sites listed below are used for advertisement/recruitment to attract a diverse applicant pool:
  - UMES Employment Website – Across US and Internationally
  - Diverse Issues in Higher Education
  - BCALA – Black Caucus of the American Library Association
  - 1890 Land Grant Institutions
  - Latino HigherEd.com
  - InFacultyJobs
  - Academic Careers Online
  - HigherEd Jobs
  - Chronicle of Higher Education
  - LinkedIn
  - Global Hospitality Educator, Inc.
  - Computing Research Association
  - American Publishing, LLC
  - AACP (American Association of Colleges of Pharmacy)
  - APS – American Pharmaceutical Sciences
  - APPA Facilities Management Magazine
  - AACSB International

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

   The Office of Institutional Equity and Compliance (OIE) supports efforts to uphold the University's commitment to creating and maintaining a working and learning environment that is inclusive and free of discriminatory conduct as required by the University's policies and procedures. The OIE and in collaboration with campus partners in Academic/Student Affairs provides robust training programs designed for faculty, staff, and students both in and out of the classroom. Selected examples can be found below:

   - **Faculty and staff cultural training programs:**

- **Safe Colleges**: The University has contracted with SafeColleges to develop, create, and generate learning content/training for faculty, staff, and students. Training modules focus on various areas of protected class including race, ethnicity, ADA, civil rights, etc. each designed to education the campus community *(OIE offered program)*.
- **LGBTQIA+ Safe Zone**: This training is intended to help participants learn about the LGBTQIA+ community in order to become more inclusive of various identities by using appropriate terminology and language, avoiding microaggressions and unintentional behaviors, hence contributing to an atmosphere of civility and mutual respect in our campus community. This is a 3-hour training, broken down into two, 1.5-hour segments *(OIE offered program)*.
- **Fostering a Diverse and Inclusive Environment: The WHY and HOW**: This discussion on diversity and inclusion must go beyond seeking and building a diverse workforce to include how we make those with whom we work with feel both valued and included. Workshop participants will discuss the differences between diversity, inclusion, and exclusion. They will also leave this workshop with a heightened awareness of the importance of inclusion to a successful workplace and, how to promote inclusion in their workplace *(OIE offered program)*.
- **Individuals with Disabilities: Creating an Accommodating and Inclusive Environment**: The purpose of this learning opportunity is to focus on correct and lawful employment practices that will minimize workplace discrimination for persons with disabilities. The responsibility for implementing the Americans with Disabilities Act (ADA) employment provision, Title I, falls largely on unit managers and/or department supervisors *(OIE offered program)*.
- **Unconscious Bias – Fundamentals of Equal Opportunity**: This learning opportunity introduces the basics of unconscious or implicit bias and reviews the different types. Participants will engage in group activities and small group discussions while they learn how implicit bias influences their decisions in their university life. Participants will also be introduced to sound strategies to combat bias in their own lives *(OIE offered program)*.
- **Fundamentals of Equal Opportunity**: This learning opportunity is intended to provide participants with a fundamental understanding of equal opportunity and affirmative action laws and policies. The session will outline relevant laws such as Title VII, Title IX, and the ADA, including the groups protected by each, and it will touch on corresponding institutional policies. Participants will learn how to

identify discrimination, harassment, and retaliation in a professional or academic environment *(OIE offered program)*.

- **Intercultural Competency: Beyond the Basics**: Working and providing services in a diverse environment requires a knowledge and understanding of cultural differences, values, and behaviors. This fun yet informative session will help participants gain understanding to enhance the quality of their interactions with international and diverse students, faculty, and staff at the University and elsewhere *(OIE offered program)*.
- **Microaggression: Recognizing and Challenging a Subtle Form of Bias**: Participants in this workshop will gain a better understanding of this form of bias and the building blocks that contribute to microaggressions. The workshop instructor will facilitate exercises and discussions to help participants recognize microaggressions and learn strategies for addressing the subtle messages sent that can create a feeling of marginalization among community members *(OIE offered program)*.
- **Religious Diversity: Challenging Assumptions to Advance Inclusion**: Participants will have the opportunity to discuss questions, such as, why is it so difficult to talk about religion? What is the place of religion on a college campus? The workshop facilitator will share ways of approaching this challenging conversation, and, through interactive exercises, will develop tools for a welcoming and religiously inclusive campus *(OIE offered program)*.

- **Curricular initiatives that promote cultural diversity in the classroom:**
  - Cultural awareness events were held with small groups of 5-10 students in-person and/or online during various cultural celebrations including but not limited to Hispanic Heritage Month, Coming Out Day, Women's History Month, etc.
  - Frequent research briefs regarding cultural diversity shared with faculty, via Academic Affairs.
  - Frequent academic programming by departments, addressing cultural diversity within their disciplines (specific plans for each School are being developed).

- **Co-curricular programming for students:**
  - Ongoing events and programs are scheduled throughout the year at UMES to promote an atmosphere of inclusivity. For instance, every Tuesday at 11am – the Lavender Circle group meets. This is a safe

and affirming place for students navigating issues related to sexual and/or gender exploration and acceptance.

- The Center for International Education is committed to promoting and recruiting students to partake in study abroad programs internships, and critical language study. This immersion experience is to broaden students' appreciation, understanding, and inclusion of other groups.
- The University hosted the political and cultural and literary human rights activist Kevin Powell for Black History Month. Powell has authored 18 books and is launching an organization focusing on voter education and voter empowerment which will showcase a website of blogs from contributors of diverse backgrounds. The title of his talk to the UMES campus was "History is a People's Memory: Celebrating Ourselves, Celebrating Diversity."
- The Center for International Education along with the School of Education, Social Sciences and the Arts began a monthly speaker series of African American ambassadors to inform students about careers in foreign service in an effort to expose them to the diverse cultural enrichment such careers offer.
- The University hosted Ambassador Charles Ray who had a 30-year career in Foreign Service. During this time, he was posted in China, Thailand, Sierra Leone, Vietnam, and was U. S. Ambassador to both Cambodia and Zimbabwe. Ambassador Ray informed our students about his various cultural experiences in these countries over the years and encouraged them to consider a career in the U. S. Foreign Service.
- The University hosted Ambassador Pamela Spratlan who also served for 30 years in the U. S. Department of State. She was ambassador to Kyrgyzstan and Uzbekistan and also served in various positions in Guatemala, Paris and Moscow. She presented to students stories of her time in these countries, highlighting their culture and politics and connections with the United States. She especially noted the challenges of how being both a woman and an African American affected her career. Of particular interest was her keen insight on the current conflict in the Ukraine. She speaks, Russian, French and Spanish.
- Academic, Professional, and Multicultural Organizations: UMES MANRRS Chapter, Pre-Vet Club, Horticulture Club, Food and Agricultural Sciences Club, Human Ecology Club, Biology Club.
- Involvement in Student Government on campus.
- Volunteering Opportunities through student clubs/organizations

- Mentoring: undergraduate and graduate research education and training through student clubs/organizations.
- The students are provided opportunities to present their work at professional/scientific meetings where they network with others (MANNRS, various Academic clubs such pre-Vet, Food and Ag sciences club, Horticulture club, etc.).

4. **Section 4: A description of emerging populations that are currently underrepresented in higher education. Note that Sections 2 and 3 focus on traditionally underrepresented groups.**
   UMES effectively recruits a racially diverse student body, in large part due to its HBCU status; its gender diversity (defined as male and female) is largely balanced as well, though we need to make room for broadened definitions of gender diversity (LBGTQIA+). Also, our Pell-eligible levels tell us that we are effective in recruiting first-generation students, but less so from families with more financial resources.

   In addition to LBGTQIA+ populations, additional emerging student populations at UMES included (but are not limited to):
   - Undocumented Students
   - Hispanic Students
   - Non-Traditional Students
   - Students with Mental/Physical Disabilities
   - Incarcerated Students

5. **Section 5: If needed, a description of other initiatives that are central to the cultural diversity plan that are not captured in Sections 2, 3, and 4.**

   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.

   This past February 2023, one of UMES' staff members attended a conference hosted by EAB in Washington, DC whereby one of the presenters shared information on the following: An Enrollment Leader's Guide to Diversity Strategy: Steps You Can Take Right Now to Start Identifying, Engaging, and Enrolling More Underrepresented Students. UMES is strategically making concerted efforts to learn about new trends regarding underrepresented groups so that we can conduct an analysis of our existing practices and policies to determine where adjustments may be needed.

Revised: April 2023

2021-2025 DIVERSITY PLAN
UNIVERSITY OF MARYLAND EASTERN SHORE

Appendix 1: University's Cultural Diversity Plan (does not count toward the page limit stated above): Each institution should provide, as an appendix, a copy of the diversity plan in place during the reporting year (Academic Year 2022-2023). This should be the plan approved by the institution's Board on or before July I, 2022. Those institutions that operate under a multi-year plan should provide the plan approved on or before July 1, 2022. Education Article §11-406 mandates that each public institution of higher education in the State develop and implement that plan. The required elements of this plan are defined in §11-406 of the Education Article (attached).

2023 Update to the UMES Cultural Diversity Plan

Implementation strategy and a timeline for meeting goals within the plan.

UMES hired an outside consultant, Dr. Marquita Qualls. Dr. Qualls will assist with the advancement of the UMES mission and inform decision making by ensuring that the Justice, Equity, Diversity, and Inclusion (JEDI) plan is developed and integrated into every university process and procedure. Dr. Qualls' work will encompass all of UMES, spanning students, faculty, staff, alumni and the community stakeholders. A broad working group will be assisting in the campus wide JEDI efforts.

The interim plan noted here in Appendix 1 will shift and evolve into a comprehensive and robust institutional cornerstone tied into the current creation of the University Strategic Plan ensuring that UMES comes into full compliance by the July 1, 2024 deadline. The institution has created a committee composed of various professionals to assist with implementing the goals, including creating the specific strategies and monitoring them. Committee composition includes personnel from the Office of Institutional Equity and Compliance, Division of Academic Affairs, Division of Enrollment Management and Student Experience, Division of Administration and Finance, staff, and students.

The University of Maryland Eastern Shore Cultural 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 15th, 2008, to the Honorable Martin J. O'Malley, Governor of Maryland:

> *"The bills also require public institutions to develop and implement a wide range of elements to be included in the plans, including processes for reporting campus-based hate crimes, programming to enhance cultural diversity sensitivity through training of students faculty and staff, and a summary of resources needed to effectively recruit and retain a culturally diverse student body."*

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

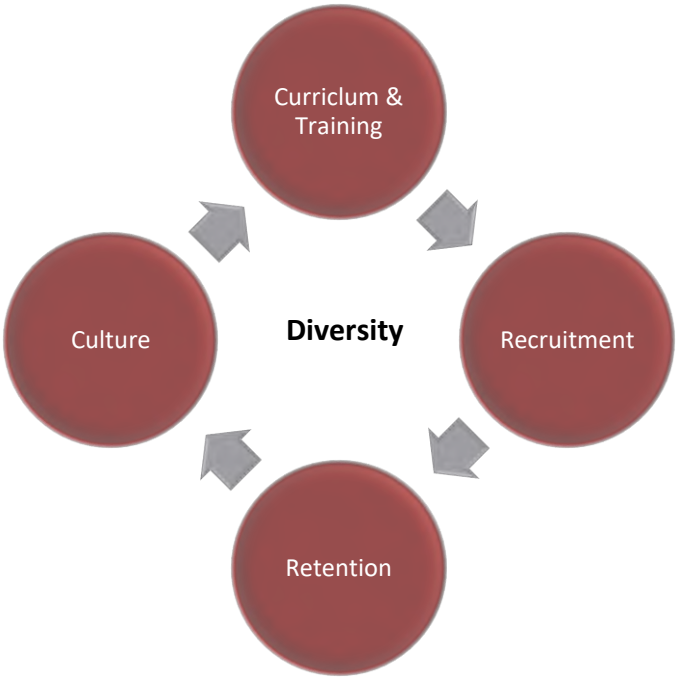
UMES started the process of re-imagining our diversity strategic plan.

- **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 2021-22, 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)

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 (2022-30) 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

UNIVERSITY OF MARYLAND
GLOBAL CAMPUS

Office of Diversity and Equity

Cultural Diversity Report
University of Maryland Global Campus (UMGC)
April 14, 2023

Institutional narrative

Section I: A summary of the institution's plan to improve cultural diversity as required by Education Article §11-406 (attached). Include all major goals, areas of emphasis, and strategy for implementation. Also, provide an explanation of how progress is being evaluated. Please indicate where progress has been achieved and areas where continued improvement is needed.

UMGC Diversity Mission Statement

"At the University of Maryland Global Campus, we seek to reflect the diversity of the global community. Cultural differences are recognized, valued, and considered essential to the educational process and working environment. We promote understanding and mutual respect of all members of the community and provide an academic and social environment that encourages new ideas, an eagerness to learn, and positive working conditions."

In December 2021, the University of Maryland Global Campus released the first University-wide community facing Diversity, Equity, and Inclusion Strategic Plan. This plan was designed to provide a transparent call to action that would be built into the foundation of the university. To accomplish this goal, each department would review the priorities and goals within the plan to identify projects, initiatives, and actions that their department would undertake to ensure that the identified goals are accomplished.

The plan was based on the following priorities and goals:

1) Student Life, Support, and Advocacy
    a. Providing a culturally relevant and student-focused curriculum
        i. The academic schools will review curricula across departments to integrate education related to cultural competence, race, and society
        ii. The university will establish a Student Diversity Council to engage with students in conversations related to diversity, equity, and inclusion within the classroom
    b. Removing barriers to education and career success
        i. The university will audit, review, and enhance systems and programs to ensure all areas of the university and the classroom are accessible for all students, staff, and faculty
        ii. The university will expand mental health resources and counseling support for UMGC students to better support their mental health and wellness
2) Workplace, Classroom, and Community Inclusivity
    a. Advisory councils and community feedback

i. The university will create a diversity advisory council comprised of individuals across departments, divisions, and work streams to advise university leadership on matters related to diversity, equity, inclusion, and university culture
ii. The university will create a faculty diversity advisory council to engage faculty in discussion related to the management of the classroom

b. Workplace equity and awareness
i. The university will expand opportunities for training, development, and cultural dialogues to engage the UMGC Community in critical discussions of race, culture, and belonging
ii. The university will develop a comprehensive communication strategy to provide diversity and equity information, disseminate examples of best practices for promoting diversity and inclusion, and share dashboards for the communication and recognition of key diversity metrics
iii. The university leadership will work to establish measurable goals for diversity and inclusion at the division, school, and department/unit levels that will also include accountability measures

3) Recruitment, Retention, and Development of Diverse Faculty and Staff
a. Workforce Demographics
i. The university leadership will commit to increasing the diversity of the leadership ranks across divisions, schools, and departments
ii. The university will monitor staff retention, promotion, and turnover rates to identify and remove barriers to career advancement

b. Professional growth and advancement
i. The university will establish a UMGC diversity certificate program to track and celebrate participation in diversity events and training
ii. The Office of Human Resource will connect diversity competencies and values to performance reviews and expectations
iii. The Multicultural Training Team will offer regular training that prepares faculty and staff to lead, influence, and advocate for diversity change

4) Outreach and Community Engagement
a. External community connectivity
i. The university will partner with community organizations and leaders to ensure that we are appropriately and effectively educating and supporting underserved communities on their path to educations
ii. The university will expand multicultural programs and initiatives to further the intercultural relations and functions within the university

b. Strategic collaborations and support
i. The university will partner with community colleges and minority-serving institutions to better enhance their reach and to improve our ability to educate the students they serve

ii. University leadership will lead the identification and development of strategic opportunities with external organizations and groups that aim to increase the access to education for previously underserved populations

These priorities are the guiding principles for diversity, equity, and inclusion efforts across the university. While they may change and evolve based on university, community, and societal needs, it is believed that these priorities will be at the core of our efforts into 2024. The past year has led to progress across the plans in the following areas:

Student Life Support and Advocacy

- Multi-language Student Support Resources
- Diversity, Equity, and Inclusion Open Education Resources (offered through Library Services)
- Student Mental Health Resources (offered through TogetherWell)
- Latino Student Support Working Group within Student Affairs
- LGBTQ+ Student Group

Workplace, Classroom, and community Inclusivity

- Minority Serving Institution (MSI) designation by the US Department of Education
- Launch of Academic Affairs DEI Committee
- Staff and Faculty Diversity Advisory Councils launched January 2023
- Hosted DEI Themed 2022 Fall Faculty Conference
- Syllabus updates with Accommodations and DEI Information
- Updated EEO and Title IX Policies
- Inclusion Networks
    - Women at UMGC
    - Black, Indigenous, People of Color at UMGC
    - Expatriates living abroad at UMGC

Recruitment, Retention, and Development of Diverse Faculty and Staff

- Updated Job Descriptions with dual-language preferences for student facing roles
- Ongoing DEI Executive Recruiting Initiative
- Updating Org Development Programming and Performance Management Process

Outreach and Community Engagement

- Developed UMGC foreign language fluency database to better engage with surrounding communities
- Conducted Spring 2023 Engagement Survey (via Glint)
- Excelencia in Education Strategic Partnerships
- DEI Community Newsletter(bi-monthly)

Section 2: A description of efforts to increase the numerical representation of traditionally underrepresented groups among 1) students 2) administrative staff and 3) faculty. This section of the report should detail initiatives designed to recruit and retain traditionally underrepresented students, staff, and faculty. Reports should include information on both campus-wide and program-specific initiatives.

UMGC enrolls the largest number of underrepresented students in the University System of Maryland, and its student body is 28.3% Black. Fifty-three percent are students of color, and more than half are also the first in their families to attend college. As of Fall 2022, 52% of the UMGC student body were from historically under-represented minority groups, which led to the university receiving the Minority Serving Institution (MSI) Designation. This designation was a recognition of the students that we serve, however efforts continue in order to expand representation for Latino, Indigenous, and Asian students. The university continues to graduate one of the largest percentages of Black students in the State of Maryland on an annual basis as 32% of graduates in FY2022 identified as Black.

To further the outreach efforts and to enhance the student resources for Latino students across the university, the Student Affairs Team launched the Latino Student Working Group. The Latino Student Working Group examines the manner in which the university serves Latino Students from inquiry/application through graduation. These efforts include bilingual success coaches and advisors along with a team of individuals across Student Affairs that are available to ensure that they are prepared to participate fully in their classes. Additionally, the university is part of the Excelencia in Education network. Alongside other universities across the country, the network allows the university to gather, share, and leverage best practices to develop services, supports, and resources to better serve Latino students.

Across UMGC there are 46% of Staff and 32% of Faculty that identify as being part of an under-represented minority group. Ongoing Diversity Executive Recruiting and outreach efforts are designed to increase the pool of talent across the leadership ranks and across all levels of the university. To ensure the university meets that goal, hiring practices, job descriptions, interview questions, and interview panels are all reviewed to ensure that there is diverse representation and to remove any barriers to creating a fair and equitable process.

Another critical data point for Diversity, Equity, and Inclusion efforts is the annual Affirmative Action plan. This plan helps to ensure that any gaps in hiring and staff retention can be surfaced and addressed. This plan looks at each position across the university and compares the demographics to the larger Maryland population. Through the Affirmative Action plan, UMGC job fairs, and outreach the university seeks to improve hiring and career opportunities for job seekers across the state.

For over a decade, the university has been a member of the Capital Region Minority Supplier Development Council (CRMSDC). This council works with minority entrepreneurs across the DC Metropolitan Area to ensure their growth, development, and visibility across the business community. As part of this effort, last summer(2022) the university partnered with CRMSDC to launch the first MBE

Academy which brought together minority entrepreneurs across the region to participate in an intensive 6-week program to enhance their enterprises through targeted sessions with faculty from the UMGC business school and corporate leaders that are part of the CRMSDC network. The second cohort for the MBE Academy is currently in development and efforts are underway to scale this beyond the DC Metropolitan area.

The Diversity and Equity Office and the Analytics Office are working collaboratively to track the student journey and demographic trends. The Student Journey includes seven key steps; 1) Attracting the Student 2) Student Inquiry, 3) Student Application, 4) Start, 5) Learner Success, 6) Re-Enrollment, and ultimately 7) Completion. Special attention is being paid to steps 5-7 to ensure that the areas where under-represented students often stall or stop-out are considered. Through each step of the student journey the demographic dashboard will examine how minority students are being impacted. For further transparency, the demographic dashboards will be made available to the UMGC Community to ensure that the community is working with the same understanding and information to effect positive change.

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

UMGC works to ensure that the awareness of the rich perspectives, cultures, and experiences of the UMGC Community are connected to the values of diversity and respect that are integral parts of the Diversity and Equity Office Mission. These efforts include presentations by leading experts, documentaries, panel discussions, and facilitated discussions to explore the thoughts, perspectives, and feelings that the UMGC Community may be experiencing.

Heritage Month Celebrations are at the heart of our efforts to recognize, celebrate, and raise awareness of the cultures and heritages that comprise the UMGC Community. During monthly events, UMGC's Diversity and Equity Office invites speakers to address the community and host documentary viewings that aim to increase the knowledge and understanding of diversity and culture. These heritage groups and cultures are further celebrated through the distribution of the diversity poster series that includes monthly posters that are shared across the university. The Diversity and Equity Office has also continued the Diversity Dialogue Series which is designed to provide a forum for staff and faculty to discuss issues that they are experiencing in their communities and at work. These sessions are facilitated by the Chief Diversity Officer and the only ask is that individuals come prepared to be vulnerable and visible during the conversations. Topics that have been explored include empathy vs sympathy; allyship; race at work; privilege; and belongingness.

Inclusion Networks(similar to employee resource groups) have been developed and are continuing to expand to include additional opportunities for staff/faculty to join groups that recognize the various diverse cultural groups that comprise the UMGC Community. The initial network was the Women Who Network to bring together women across UMGC for professional development, sharing of ideas,

supporting one another, and building their network. Since then the Black Indigenous People of Color (BIPOC) group has started along with the Expatriates group. The Expatriates Group is designed to support those UMGC staff and faculty that may be working overseas across Asia and Europe.

Similar to the Inclusion Networks, Student Affairs is working with students to develop interest-based student groups. The first interest-based group that was developed was the LGBTQ+ club. This will serve as the model going forward for future groups which may include military spouses, Latino students, etc.

To further provide channels for staff, faculty, and students to communicate with leadership, collaborate with one another, and contribute to the strategic direction of the university, Diversity Advisory Councils have been established. Each constituent group (faculty, staff, and students) has an established council comprised of 25-40 individuals that serve on a rotational basis. Every nine (9) months council members will rotate to ensure that new voices continue to be brought into the council and that different perspectives are always contributing to the discussion. The Student Council will consist of a quarterly open house between students and the Chief Diversity Officer to share their experiences, perspectives, and concerns.

The University also partnered with Glint to conduct an Engagement Survey to measure employee satisfaction and engagement across the university. This survey served as a key measure of how the UMGC staff and faculty experience the university. Further, the survey allows for university-wide metrics, which are further broken down into department level reports which managers are able to leverage to improve the culture within their teams. Diversity, equity, and inclusion items were also included in the survey to gather specific information related to how the UMGC Community is experiencing the culture of diversity and inclusivity.

In order to share information about ongoing DEI activities, strategies, and programs the Diversity and Equity Office launched university-wide diversity newsletter. This newsletter contains a message from the CDO, upcoming dates and activities, tools and resources, and a dedicated space to share stories from the UMGC community.

Section 4: A description of emerging populations that are currently underrepresented in higher education. Note that Sections 2 and 3 focus on traditionally underrepresented groups.

Currently the American Indian/Alaska Native/Indigenous student population in the undergraduate school is 0.5% and the graduate school is 0.5%. While the representation of this student population is relatively low in the greater Maryland area, UMGC is exploring options to reach these communities in some of the regional areas where UMGC Military Education Centers are located. Military Education Centers in Texas, California, Hawaii, Florida, and Colorado are uniquely positioned to reach out to the surrounding communities. Further, plans are underway to establish an Inclusion Network for Native American/Indigenous Staff/Faculty across UMGC. These networks of individuals will be positioned to support one another and may provide greater insight into how we can better serve this population of students.

The recent MSI Designation has also positioned the university to pursue grants/funding that can be used to develop resources and programs to better support these student populations. The Institutional Advancement Team is working collaboratively with the Diversity and Equity Team to identify the appropriate opportunities that will be used to support advancements in these areas.

Section 5: If needed, a description of other initiatives that are central to the cultural diversity plan that are not captured in Sections 2, 3, and 4.

As part of the University System of Maryland and a Minority Serving Institution, UMGC operates under the expectation that best practices should be shared and can be gathered through collaborative partnerships with Predominantly Black Institutions and HBCUS across the State of Maryland and the United States. To that end, recent partnerships with have been stablished with the University of Baltimore (Predominantly Black Institution) and the University of Maryland Eastern Shore (Historically Black College and University). These partnerships will allow the university to be a part of innovative and transformative efforts to improve the learning environment for Black learners. Additionally, they will ensure that UMGC is consistently learning about and expanding efforts to support Black Learners using our unique learning modalities and platforms.

The university also continues to build alliances with community colleges to provide pathways for learners from their community college to the next phase of their educational careers at UMGC. These alliances have proven to be effective at supporting students that have been historically under-represented as well as students that are from lower income communities and households.

There are currently more than 53,000 servicemembers, veterans, and military spouses and families currently enrolled at UMGC. To support them along throughout their educational careers the Global Military Operations Team at UMGC has developed a number of innovative programs and initiatives. Some of these include the Green Zone Training, expansive Veterans Day recognitions and celebrations, on-site student support services on military bases across the globe, and faculty who travel around the world to teach servicemembers where they are.

UNIVERSITY OF MARYLAND
GLOBAL CAMPUS

Office of Diversity and Equity

Appendix 1

University's Cultural Diversity Plan (does not count toward the page limit stated above): Each institution should provide, as an appendix, a copy of the diversity plan in place during the reporting year (Academic Year 2022-2023).

3501 University Boulevard East, Adelphi, MD 20783 USA
301-985-7940• www.umgc.edu/diversity • diversity@umgc.edu

UNIVERSITY OF MARYLAND
GLOBAL CAMPUS

THE DIVERSITY, EQUITY, AND INCLUSION STRATEGIC PLAN 2021–2023

DIVERSITY IN ACTION

Initiatives for Change and Opportunities for Growth

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STATEMENT FROM THE PRESIDENT

At University of Maryland Global Campus (UMGC), diversity lies at the foundation of all that we do. We recognize that learning happens in different ways for different individuals, and every day we seek to bring the right experience to the right student at the right time and in the right way.

This embrace of diversity also represents a primary institutional strength and competitive advantage. It encourages a culture that is agile, creative, open-minded, and resilient.

Now, we seek to broaden and strengthen our commitment to diversity, equity, and inclusion across every facet of our institution, guided by this Diversity and Equity Strategic Plan.

It is designed to serve as a roadmap and also as the beginning of a broader conversation that will invite and introduce voices and viewpoints from increasingly rich and diverse populations at every level of our organization.

We are truly stronger together, and we are best equipped to navigate a world marked by increasingly complex challenges when we embrace and leverage the strengths and viewpoints of every stakeholder.

I thank you for your commitment to an institution that expands opportunities for every learner, and for your willingness to embrace our similarities and differences alike. I look forward to working with you as we seek always to change lives and strengthen communities here in Maryland, across the country, and around the world.

Gregory Fowler, PhD
President
University of Maryland Global Campus

STATEMENT FROM THE CHIEF DIVERSITY OFFICER

We are at a critical moment in the history of our university, during which we have the opportunity to not only change the diversity, equity, and inclusion (DEI) landscape for our students, faculty, and staff, but we can also set the standard for DEI efforts throughout higher education. This opportunity is not solely due to the work of the dedicated Diversity and Equity team, but it is also attributable to the talent and commitment of the UMGC community.

The foundation that we have built over the years has positioned us well to execute a plan that includes the members of our community and seeks to improve the situations for all individuals who have previously been underrepresented in higher education and in communities across the world. The plan that follows is a call to action. Taking the next step forward will require that all members of the community be committed to embedding these strategic efforts in their day-to-day work and interactions with one another.

From the beginning, our mission has been to meet students where they are and to expand global access to education. This expanded access is critical to closing financial and career gaps that so many underrepresented groups face. As we continue to reach out to the broader communities to best determine how to meet their needs, we will be better from hearing their voices and learning from their experiences.

I believe that we will look back on this plan and the work that follows as a key part of the future success of UMGC.

Blair H. Hayes, PhD
Vice President, Chief Diversity Officer, and Ombudsman
University of Maryland Global Campus

UMGC DIVERSITY AT A GLANCE

INTRODUCTION AND BACKGROUND

The Office of Diversity and Equity was established in April 2000 to promote diversity, equity, and inclusion among the students, faculty, and staff of UMGC. Every day we drive UMGC's commitment to fostering diverse and inclusive working and learning environments.

This strategic plan celebrates differences in race, gender, sexual orientation, religion, military experience, etc. that have been part of UMGC since it was founded in 1947. In fact, UMGC was enrolling minority students in integrated classrooms on military bases long before the Supreme Court declared segregation unconstitutional in 1954.

DIVERSITY PLANNING AND STRATEGIC ALIGNMENT

We at UMGC have long understood that the cultural diversity of students, faculty, and staff is integral to a strong institutional foundation. Our core value of diversity states, "Each individual brings value to our efforts and results," and our commitment to diversity, inclusion, and equity will shape this institution as we continue to lead in higher education and work to educate the next generation of learners. Our unique approach to education and learning positions us to offer opportunities to students and their families that can change the trajectory of lives for generations to come.

This plan is designed to strategically align diversity with initiatives, processes, and programmatic plans across the university while simultaneously supporting, expanding on, and aligning with work currently underway in key functional areas.

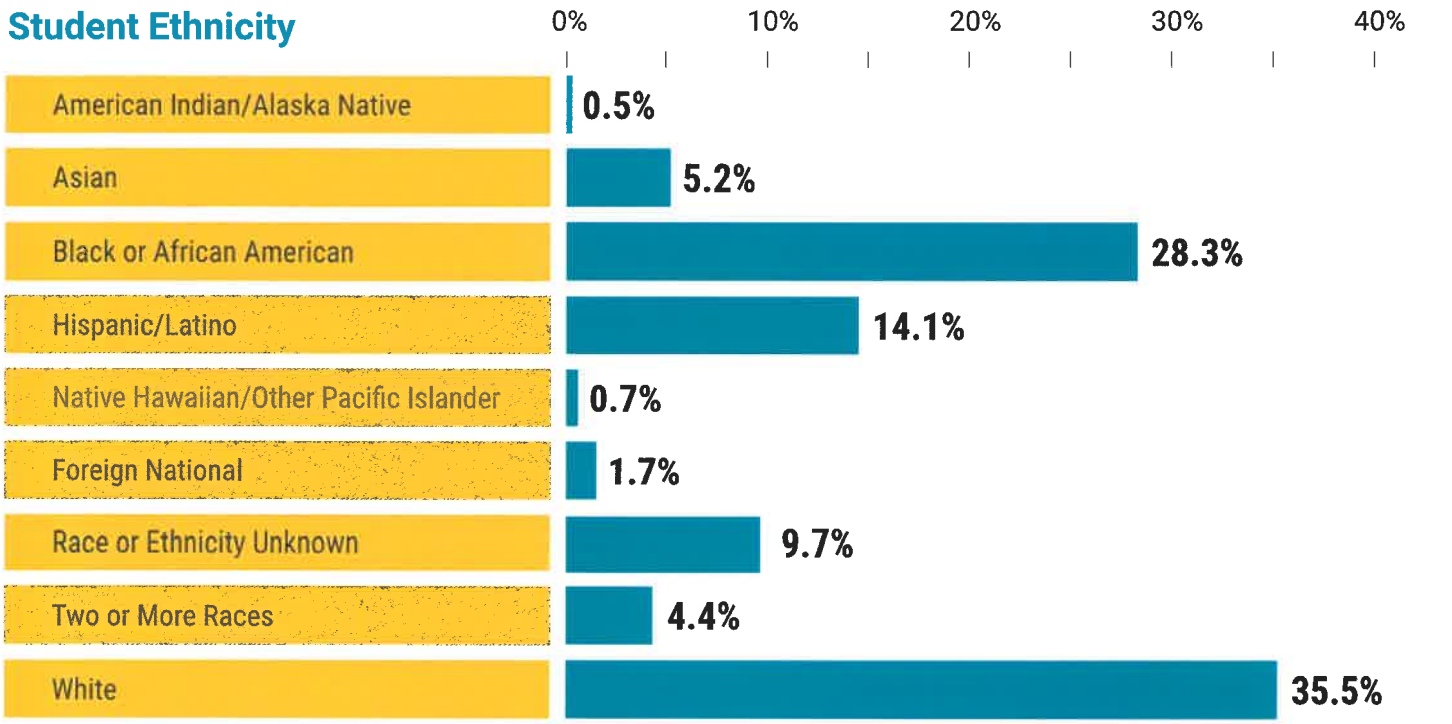
ULTIMATELY, THIS PLAN WILL POSITION UMGC TO

- Become a leading advocate for improved learning environments for communities and cultures worldwide
- Adopt a vision that combines attention to previously underrepresented groups with aspirations for creating a more globally inclusive environment
- Apply a comprehensive accountability system for diversity initiatives that offers transparency for individuals and groups
- Establish additional oversights and feedback channels by increasing engagement with students, faculty, and staff
- Expand guidelines and frameworks that ensure that all programs are intentional and include performance metrics
- Build the workforce of the future, focused on inclusive excellence and cultural intelligence

CURRENT STATE OF DIVERSITY

UMGC benefits from a student body consisting of the largest population of underrepresented students within the entire University System of Maryland. The UMGC student body comprises individuals from all backgrounds, cultures, and life experiences. These students come together to learn and share the rich and varied perspectives they bring to the classroom.

Student Ethnicity



Student Facts at a Glance

48% underrepresented minorities

18% speakers of English as a second or foreign language

NEARLY **50%** "first-in-family" college students

Supporting this collection of diverse students is a workforce that is diverse and varied. UMGC faculty and staff reflect the cultures, races, and backgrounds of the UMGC student body. Additionally, they come from a cross-section of industries and backgrounds that connect the classroom experience to the experiential learning that can further career aspirations.

DIVERSITY, EQUITY, AND INCLUSION GOALS AND STRATEGIC PRIORITIES

THE DIVERSITY AND EQUITY STRATEGIC PLAN FOCUSES ON FOUR KEY **STRATEGIC PRIORITIES**:

- Student Life, Support, and Advocacy
- Workplace, Classroom, and Community Inclusivity
- Recruitment, Retention, and Development of Diverse Faculty and Staff
- Outreach and Community Engagement

These priorities are in response to many factors, including the changing landscape in higher education, the changing face and expectations of students, the global reach of online education, and expanding opportunities for educational and career growth.

STUDENT LIFE, SUPPORT, AND ADVOCACY

One of UMGC's core values is "Students First." This is at the heart of the UMGC mission and is key to our continued growth and success. Through various units, the university will integrate diversity, equity, and inclusion efforts into programs across UMGC to reach students across the globe.

The strategic initiatives that the university will undertake as part of our efforts toward being truly student-centric include the following:

1. **Providing a culturally relevant and student-focused curriculum**
   a. The academic schools will review curriculum across departments to integrate education related to cultural competence, race, and society.
   b. The university will establish a Student Diversity Council to engage with students in conversations related to diversity, equity, and inclusion within the classroom.
2. **Removing barriers to education and career success**
   a. The university will audit, review, and enhance systems and programs to ensure all areas of the university and the classroom are accessible for all students, staff, and faculty.
   b. The university will expand mental health resources and counseling support for UMGC students to better support their mental health and wellness.

WORKPLACE, CLASSROOM, AND COMMUNITY INCLUSIVITY

The commitment to diversity and inclusion begins with a clear vision and strategy but must be felt in the workplace and classroom where staff, faculty, and students experience UMGC. Whether physically proximal to one another or in a virtual space, individuals can use skills, tools, and resources to further champion diversity within their spheres.

Achieving workplace, classroom, and community inclusivity requires engagement across all sectors of the UMGC community and will be accomplished through the following:

1. **Advisory councils and community feedback**
   a. The university will create a diversity advisory council that comprises individuals across departments, divisions, and work streams to advise university leadership on matters related to diversity, equity, and inclusion and university culture.
   b. The university will create a faculty diversity advisory council to engage faculty in discussions related to the management of the classroom environment and the faculty experience.
2. **Workplace equity and awareness**
   a. The university will expand opportunities for training, development, and cultural dialogues to engage the UMGC community in critical discussions of race, culture, and belonging.
   b. The university will develop a comprehensive communication strategy to provide diversity and equity information, disseminate examples of best practices for promoting diversity and inclusion, and share dashboards for the communication and recognition of key diversity metrics.
   c. The university leadership will work to establish measurable goals for diversity and inclusion at the division, school, and department/unit levels that will also include accountability measures.

EXPANDING ACCESS THROUGH UNIVERSITY SUPPORT

118
Employee accommodations made since June 2020

624
Students accommodated as of October 2021

RECRUITMENT, RETENTION, AND DEVELOPMENT OF DIVERSE FACULTY AND STAFF

To ensure that UMGC is meeting the current needs of our diverse workforce and is equipped for the workforce of the future, it is imperative that the talent pipeline of staff and faculty be equitable and free of systemic barriers. Maintaining an equitable talent pipeline involves practices that ensure that the selection process for staff and faculty at all levels is open to a diverse group of candidates. In addition, it requires that the UMGC culture be welcoming while also offering developmental resources and access to opportunities that lead to career advancement.

By attending to the following areas in the recruitment, retention, and development of diverse faculty and staff, UMGC will build and nurture a workforce that reflects the communities in which students, faculty, and staff live and work.

1. **Workforce demographics**
    a. The university leadership will commit to increasing the diversity of the leadership ranks across divisions, schools, and departments.
    b. The university will monitor staff retention, promotion, and turnover rates to identify and remove barriers to career advancement.
2. **Professional growth and advancement**
    a. The university will establish a UMGC diversity certificate program to track and celebrate participation in diversity events and training.
    b. The Office of Human Resources will connect diversity competencies and values to performance reviews and expectations.
    c. The Multicultural Training team will offer regular training that prepares faculty and staff to lead, influence, and advocate for diversity change.

COMMUNITY CONVERSATIONS

The UMGC community has engaged in discussions about

- Using gender pronouns
- Avoiding microaggressions
- Practicing inclusive behaviors
- Understanding privilege

OUTREACH AND COMMUNITY ENGAGEMENT

While we continue to build engagement and strengthen our internal community, we must also engage with communities outside our walls to build better connections and support their educational goals and pursuits. As we reach out and open our arms to communities that have not always had access to or been included in higher education, we will be better equipped to build systems, curricula, and structures that meet their needs.

We must be active members of the communities around us to meet their needs and respond to issues that they may face. We will accomplish the necessary outreach and community engagement through the following:

1. **External community connectivity**
   a. The university will partner with community organizations and leaders to ensure that we are appropriately and effectively educating and supporting underserved communities on their path to education.
   b. The university will expand multicultural programs and initiatives to further the intercultural relations and functions within the university.
2. **Strategic collaborations and support**
   a. The university will partner with community colleges and minority-serving institutions to better enhance their reach and to improve our ability to educate the students they serve.
   b. University leadership will lead the identification and development of strategic opportunities with external organizations and groups that aim to increase the access to education for previously underserved populations.

CONCLUSION AND NEXT STEPS

IMPLEMENTATION AND UMGC COMMUNITY ADOPTION AND BUY-IN

This plan represents the strategic direction and guiding principles for diversity, equity, and inclusion efforts across the university. As the world continues to change and evolve, we will update and adapt this plan to ensure that it aligns with the role we play in changing lives and influencing the global education landscape. It will remain accessible via the online portal, and we will continue to host forums and opportunities for all members of the community to engage with us to share resources, suggestions, and recommendations. The inclusion networks and forthcoming faculty, staff, and student diversity boards will be beneficial to ensure that the voice of the community continues to be heard and shared.

FUTURE-FOCUSED EXPECTATIONS

Our future is shaped by the foundation that has been laid over the past 75 years. And while we are proud of how far we have come, we must continue to make strides if we want UMGC to become the university that we aspire to create. Our future will be made better by the many faces, voices, experiences, and perspectives of the people who are working and learning alongside one another around the world.

PROGRESS TRACKING AND COMMUNITY UPDATES

Successfully implementing this plan will require tracking and continued reflection to ensure that we are meeting our goals and strategic objectives. Through dashboards, key performance indicators (KPIs), and effective project tracking, we will measure and celebrate success while looking for areas that require additional attention. Because the entire UMGC community is on this journey together, transparency will be key, allowing the community to celebrate our collective achievements while also encouraging accountability. With that in mind, we will provide updates to the community through focused discussions, leadership presentations, and other university communications.

DIVERSITY, EQUITY, AND INCLUSION MISSION STATEMENT

University of Maryland Global Campus (UMGC) seeks to reflect the diversity of the global community within which it exists. Cultural differences are recognized, valued, and considered essential to the educational process and working environment. Therefore, the university promotes understanding of and mutual respect for all members of the community. The university provides an academic and social environment that encourages new ideas, an eagerness to learn, and positive working conditions.

The Office of Diversity and Equity exemplifies UMGC's commitment to providing resources that promote access, equality, and inclusiveness to all members of its community.

21-DIV-010 (11/21)

A Message From the President...

On the 15th Anniversary of this publication, MICUA celebrates its commitment to diversity, equity and inclusion (DEI) on our campuses. This year's report showcases the evolution and investments in relevant, new, and consistent programs and activities that promote cultural understanding, build on impactful policies, and create a blueprint for building inclusive campus communities.

This 15th Anniversary edition comes at a particularly poignant time in our nation's history. On June 29, 2023, race-conscious admissions, commonly-referred to as affirmative action, was stricken down as ruled in Students for Fair Admission, Inc. v. President and Fellows of Harvard College. For close to five decades, affirmative action provided constitutional protection for institutions of higher education to include race as a factor in admission. The positive outcomes of affirmative action resulted in a diversity of thought in classrooms and campuses of traditionally white elite colleges and universities that has dramatically improved the college experience for all. In response to the Court's ruling, many in the higher education community immediately reacted and several institutions, including MICUA members, and national organizations that represent colleges and universities issued statements reaffirming their commitment to diversity, equity, and inclusion.

We are proud to live in a state that values DEI initiatives and to represent institutions that are committed to fostering diverse, equitable, and inclusive environments not only on their physical campuses but also within their organizations, faculty, events, curriculum, mission statements and strategic plans. MICUA students are trained to enter several industries that once were void of diversity such as legal, music, sports, medicine, etc. The consideration of race in those areas has expanded the fields and has invited creativity and innovation because diverse participants brought their differences to the environments.

We hope that this document provides not only tremendous insight into the incredible efforts our institutions undertake but a resource for colleges and universities in other states to follow as they recommit to fostering diversity, equity, and inclusion on their campuses. While our community was saddened by the Court's decision, we also know that it will not prevent us from continuing to enroll diverse classes and that we will not only meet, but exceed, the challenge that has been presented. Our goals remain the same and we will not be deterred in our efforts to make independent higher education in Maryland available to as diverse a population as possible.

Sincerely,

Matthew Power
President of MICUA

About MICUA

THE MARYLAND INDEPENDENT COLLEGE AND UNIVERSITY ASSOCIATION (MICUA) is a member-driven organization devoted to serving the interests of independent higher education and supporting the work of campus leaders throughout the State.

Established in 1971, the Association provides services to meet the needs of independent higher education and fosters cooperative efforts among its member institutions and all segments of higher education. As the voice of independent higher education in Maryland, MICUA seeks to inform the broader public about its member institutions and the vital importance of independent colleges and universities to the future of our State and nation.

The State of Maryland has maintained a partnership with its independent colleges and universities for over 240 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. Among the thirteen, there is a categorical minority-serving institution (MSI). These public-purpose institutions offer students a broad spectrum of educational opportunities. Some common features stand out. From the smallest to the largest, and rural to urban, Maryland's independent colleges and universities offer an education characterized by small classes and close interaction between skilled faculty and motivated students.

Every MICUA institution offers quality undergraduate education to a diverse student body, including international students, and increasingly institutions are expanding programs of graduate and continuing study to meet ongoing needs for lifelong learning in the nation and abroad.

MICUA'S Commitment and Investments in Diversity

Hood College

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 their 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).

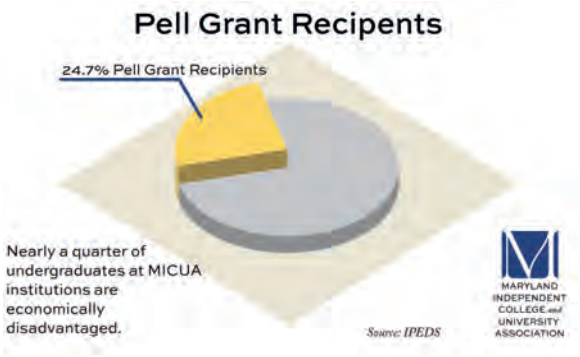
With information collected from surveys, MICUA publishes an annual diversity, equity, and inclusion report. Data was obtained prior to June 29, 2023, and thus reflects information when affirmative action existed.

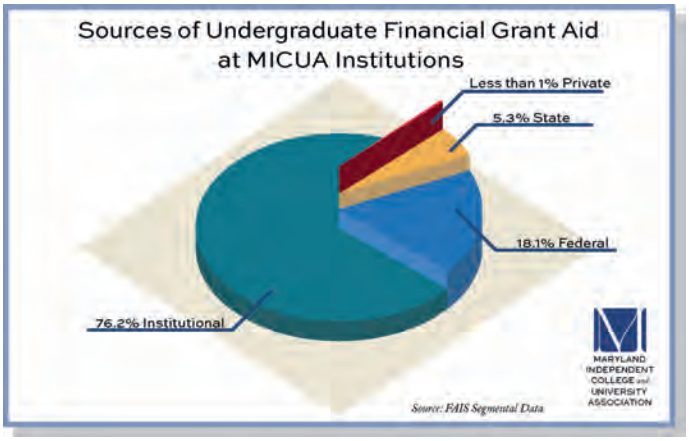
The United States Supreme Court struck affirmative action as decided in the Students for Fair Admission, Inc. v. President and Fellows of Harvard College.

MICUA's 2023 Celebrating Diversity, Equity, and Inclusion 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 equity and inclusion (cultural competency). Many of the examples provided in the report are ongoing, multi-year practices and programs that have proven effective. Other examples reflect emerging initiatives over the past year as campuses have responded to racial injustice, border conflict, and social disparities.

Enrollment of Diverse Students

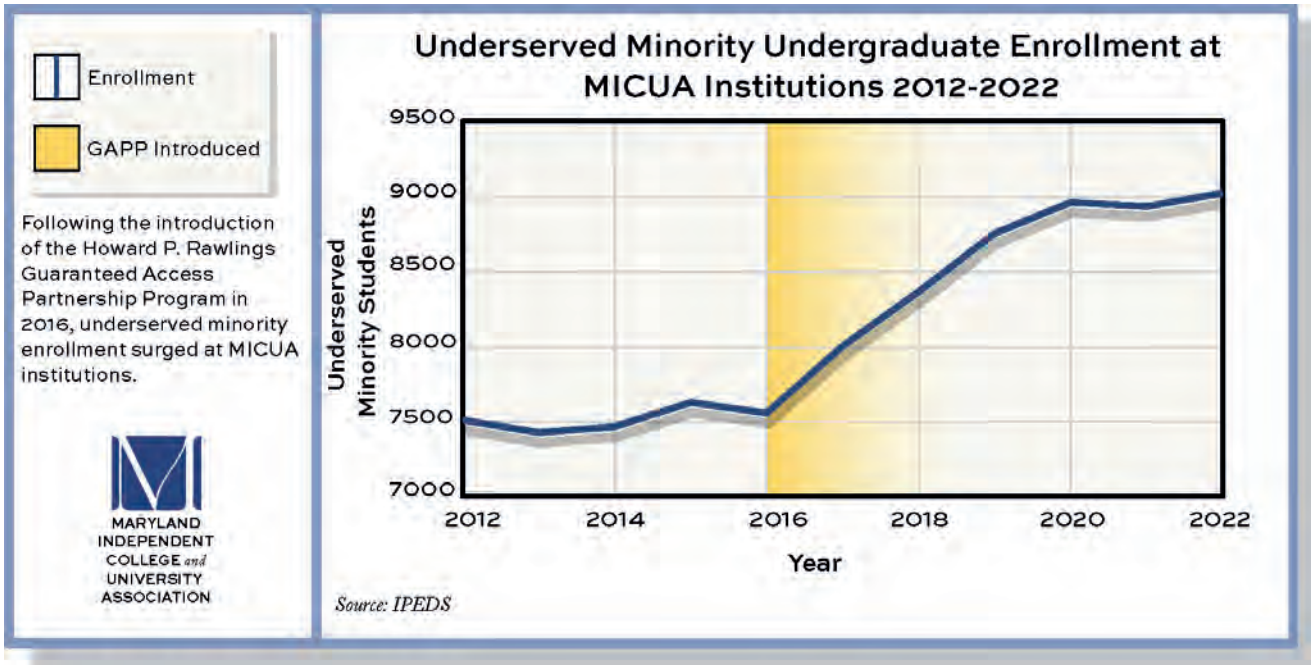
MICUA MEMBER INSTITUTIONS SERVE over 54,000 students every year. The student population is racially diverse, economically diverse, and demographically diverse in other ways, including adult learners and non-traditional students, students who speak English as a second language, students who are first in their families to go to college, and transfer students from community colleges. While the overall tuition at 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 percent 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 provide the necessary resources that allow most students with financial need the opportunity 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 2022, MICUA institutions granted $338 million in institutional-based aid to Maryland students. Eighty-five to ninety percent of State Sellinger funding, or $80 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.





Snapshot of MICUA's Diversity

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 2022 IPEDS enrollment data, 39 percent of undergraduate students enrolled at MICUA member institutions are underrepresented minority students. Institutions also report the race and ethnicity of full-time faculty. Based on the most recent IPEDS data available, 36 percent of full-time faculty at MICUA institutions are faculty of color. Six MICUA member institutions are majority minority institutions, while 11 MICUA member institutions enjoy undergraduate minority representation of 30 percent or more.



Diversity, Equity, and Inclusion Statements

A written diversity, equity, and inclusion statement helps cement a commitment to an inclusive community. MICUA member institutions believe diversity is essential to a quality education and have affirmed it in their value statements and diversity statements.

In 2021, **Johns Hopkins University** adopted a Statement of Principles on Diversity, Equity, and Inclusion, as follows, "we strive to be a model of a pluralistic society in which we acknowledge, embrace, and engage diverse identities, perspectives, and experiences. We seek to build and buttress an inclusive intellectual and physical environment to ensure that all members of our community know with certainty that they belong at Johns Hopkins. And we aspire to equitably share the benefits and burdens of dismantling persistent systemic barriers to individual and communal success." The University believes, fundamentally, that every person has equal dignity and worth, and its unwavering commitment to diversity, equity, and inclusion is rooted in this predicate principle. These core values are essential to the University's academic, research, and public service missions, and bolster the commitment to excellence. Johns Hopkins assumes its responsibility as a leading research university to work to achieve diversity, equity, and inclusion, and the University holds itself accountable for its progress through transparency, open communication, and an ongoing, unflinching assessment of met and unmet needs.

Maryland Institute College of Art

Maryland Institute College of Art pledged a commitment to diversity. They "seek a diverse community that is inclusive and respectful of everyone. We are a community that seeks to provide equal employment, educational and social opportunities for all persons, without regard to race, color, religion, sex, national origin, age, size, veteran status, disability, political affiliation, sexual orientation, or gender identity/expression. We value and appreciate the differences that our community represents. We strive to create a welcoming and nurturing environment for all who work here; we also recognize the importance of all faculty and staff in creating and fostering a climate to help all students succeed academically. We understand that a culturally diverse population broadens our educational knowledge and creates an opportunity for a deeper appreciation and acceptance of others."

Stevenson University

Loyola University Maryland values the benefits of diversity as stated in the Diversity Statement. "We are committed to creating a community that recognizes the inherent value and dignity of each person. As a community, we actively promote an awareness of and sensitivity toward differences of race, gender, ethnicity, national origin, culture, sexual orientation, gender identity, religion, age, and disabilities among students, faculty, administrators, and staff. Seeking to increase its own diverse nature, Loyola encourages openness to new discoveries, ideas, methods, and perspectives, and it actively encourages and celebrates diversity in all forms. This includes promoting awareness of and sensitivity toward differences of race, gender, ethnicity, national origin, culture, sexual orientation, religion, age, and disabilities as articulated in the University's current undergraduate and graduate catalogs. Indeed, Loyola sees diversity as an inherent source of richness and a necessary opportunity for learning and growth."

Stevenson University's Diversity and Inclusion Statement states that it "commits itself to diversity as it relates to awareness, education, respect, and practice at every level of the organization. The University embraces people of all backgrounds, defined by, but not limited to, ethnicity, culture, race, gender, class, religion, nationality, sexual orientation, gender identity or expression, age, physical ability, learning differences, and political perspectives." The University believes its core values are strengthened when all of its members have voice and representation. An inclusive organizational climate promotes the development of broad-minded members of the University who positively influence their local and global communities. The nondiscrimination statement underscores its "commit[ment] to equal opportunity for its faculty, staff, and students. In order to provide equal employment and advancement opportunities to all individuals, employment and admission decisions at the University will be based on merit, qualifications, and abilities."

Strategic Plans and Goals to Promote Cultural Diversity

MICUA Colleges and Universities recognize diversity as a goal in their long-range strategic plan to create inclusive and welcoming environments, increase engagement, sponsor cultural activities, and foster inclusive communities.

Loyola University Maryland is currently engaged in its next strategic planning process, Diversity, Equity, Inclusion, and Justice (DEIJ) and Growth, Operational Excellence, and Innovation have been identified as the guiding commitments in the current strategic planning process. Recent University communications were sent to all employees and students to encourage them to include their pronouns in their email, in-person introductions, office name plates, etc. to create a more inclusive culture for LGBTQIA+ campus community members. Additionally, learning opportunities were provided for the campus community.

Loyola University Maryland

Washington College

Washington College's Strategic Map will span from 2023-2027 and includes “Foster a Diverse, Equitable, Inclusive College Community” as a cross-cutting strategic priority. In addition, Pursuing Inclusive Excellence, our five-year strategic plan for diversity, equity, and inclusion includes the following five key goals: (1) work to make the campus culture, climate, and civic engagement efforts more inclusive and informed; (2) encourage our students, faculty, and staff to engage in inclusive teaching, research, scholarship, and creative work; (3) increase the diversity of students, staff, faculty, and the Board of Visitors and Governors; (4) support the well-being of all campus constituents who have been underserved; and (5) ensure that our facilities, internal policies, public facing information, and experiential learning opportunities are accessible and equitable.

Maryland Institute College of Art identified new goals for Diversity, Equity, Inclusion, and Globalization (DEIG) culture, systems, and supports. The institution will continue curriculum reforms for inclusive teaching and learning, with an emphasis on racial and social justice, intercultural, LGBTQ+, and global knowledge; and set benchmarks and a collegewide plan for diversifying the faculty and staff. Moreover, they will require education, competency, and accountability for faculty, staff, and leadership around issues of race, equity, disability, and inclusive practice; and they will update the 2015 Strategic Internationalization Plan to further strengthen worldwide recruitment and support of international students.

Mount St. Mary's University's current Five-Year (2018-2023) Strategic Plan concludes in 2023. Goal 6 features diversity and inclusion prominently and it highlights four areas: (1) to continue to diversify its student body and ensure that students will achieve equitable outcomes and success; (2) to be a welcoming climate and a more inclusive learning community, workplace, and campus environment through intergroup relations; (3) to define and advance diversity and inclusion through education and scholarship; and (4) to cultivate institutional viability and vitality through comprehensive development, continuous improvement, and active, intentional involvement with diversity and inclusion.

Mount St. Mary's University

Cultural Literacy Incorporated in Course Curriculum or Electives

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. A few examples of courses and programs that promote diversity are described below.

Maryland Institute College of Art

Maryland Institute College of Art has a DEIG requirement and offers courses that take critical approaches to power, disciplinary canons, knowledge production, and ideologies of human difference. Students examine and critique the relationships between knowledge, identity, and systems of power, with a particular concentration on racial, gender, and class positions. As they investigate the construction and consequences of intersecting social categories, DEIG courses foreground the voices of underrepresented historical agents and authors. Students develop an understanding of the dynamics of social inequity and resistance as they situate their own social positions related to course themes.

Mount St. Mary's University offers courses in disciplines like English, history, and sociology that include cultural diversity (Race and Ethnicity, Native American History, African Societies through Film to name just three that have been offered recently). The Mount's core curriculum includes several courses that engage with cultural diversity. All students who graduate from Mount St. Mary's traditional undergraduate program complete the core curriculum. In Fall 2022, a revision to one of the sophomore core courses, Western Imagination (WCIV201), was piloted. The course previously focused on western European and early American history but now it focuses on the interactions among the cultures from 1700 onwards and is renamed Atlantic Peoples of Early Modernity to provide instruction on the peoples and traditions that gave birth to the multicultural Atlantic world of the early modern period. Particular attention is given to the cultural encounters of peoples from Africa, Europe, and the Americas; the spread and critique of Enlightenment rationalism; and the emergence of trans-Atlantic traditions of political liberalism.

Mount St. Mary's University

Stevenson University

The Stevenson Intercultural Knowledge and Competency commitment provides students with opportunities to develop cultural competencies by engaging with cross-disciplinary perspectives. The Intercultural Knowledge and Competency (IKC) task force, functioning as part of the Faculty Council Academic Affairs Committee, has overseen the development of IKC outcomes and their integration across the curriculum since Fall 2018. Currently, all students engage with IKC content in the First Year Seminar (FYS) and ENG 152 (College Writing II) courses. In the 2022-2023 academic year, additional courses in various disciplines (both general education and major-specific courses) were reviewed and certified to meet the IKC outcomes.

Additionally, a faculty-led General Education Task Force was established in 2022 to evaluate the Stevenson Education Experience (SEE) general education curriculum and make recommendations for changes.

The Career Connection Center partners with the Office of Diversity and Inclusion to offer career workshops on topics such as, “Being Out in the Workplace” for the LGBTQ+ community, or tailored job search workshops for BIPOC students and alumni. In addition, Career Connection Center staff fully engage in campus-wide D&I efforts, such as Safe Space training, National Coalition Building Institute (NCBI) trainings, and participation on the D&I committee.

Campus Activities and Organizations to Celebrate Diverse Populations

MICUA Member Institutions take active measures to create a welcoming environment for students both inside and outside 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.

Capitol Technology University

Hood College

Capitol Technology University offers connection to the National Society of Black Engineers (NSBE) which is focused on encouraging minorities to pursue engineering and technical-related degrees at undergraduate and graduate levels. NSBE offers free tutoring for members and services to the University and community. The University has a Society of Women Engineers (SWE) chapter on campus. SWE is the largest nonprofit educational and service organization representing students and professional women in engineering and technical fields. Its mission is to encourage women to achieve their full potential in careers as engineers and leaders, expand the image of the engineering profession as a positive force in improving the quality of life, and demonstrate the value of diversity. Another program highlighted at the University is oSTEM, a student group whose mission is to unite LGBT students who are studying science, technology, and engineering, and serve as a professional and social organization that recognizes the special needs of LGBT students and their straight allies.

During the 2022-23 academic year, **Hood College's** Shirley Conner Hardinge Center for Global and International Studies sponsored two public panels and lectures that addressed cultural literacy. With Hood's designation as a United Nations Academic Impact campus, in October 2022 the College hosted Omar Hernandez, who serves as Global Program Director for the UN Academic Impact program. In addition, this designation provided an opportunity for a Global Studies major to attend and speak at the United Nations. In spring 2023, the Center hosted Dr. Mini Murthy, a public health expert and physician, who spoke about the importance of the United Nations' Sustainable Development Goals. The Center, the Division of Community and Inclusivity, and The George B. Delaplaine Jr. School of Business also hosted Tanzanian author and entrepreneur Michael Shirima.

In April 2023, **Hood College** welcomed Dr. Jerome Adams to campus. The 20th Surgeon General of the United States, Presidential Fellow/Executive Director of Purdue's Health Equity Initiatives and Distinguished Professor of Practice at Purdue University presented "Your Zip Code Shouldn't Determine Your Health: Social Determinant of Health and Achieving Health Equity." The event was sponsored by the Hanson Lecture Series through the Foundation for Enhancing Communities. Also in April, the College hosted a screening of the documentary, "Birthing Justice" a film about the disparities in maternal care for Black women in the United States.

In September, the **McDaniel College** Office of Diversity, Equity, and Inclusion (ODEI) hosted a welcome dinner for Black, Indigenous, People of Color (BIPOC) staff/faculty and provided an opportunity for new staff members interested in joining the BIPOC Faculty and Staff Association (BFSA) to connect. Similarly, there was a welcome dinner for staff or faculty members identifying as part of the LGBTQIA+ community.

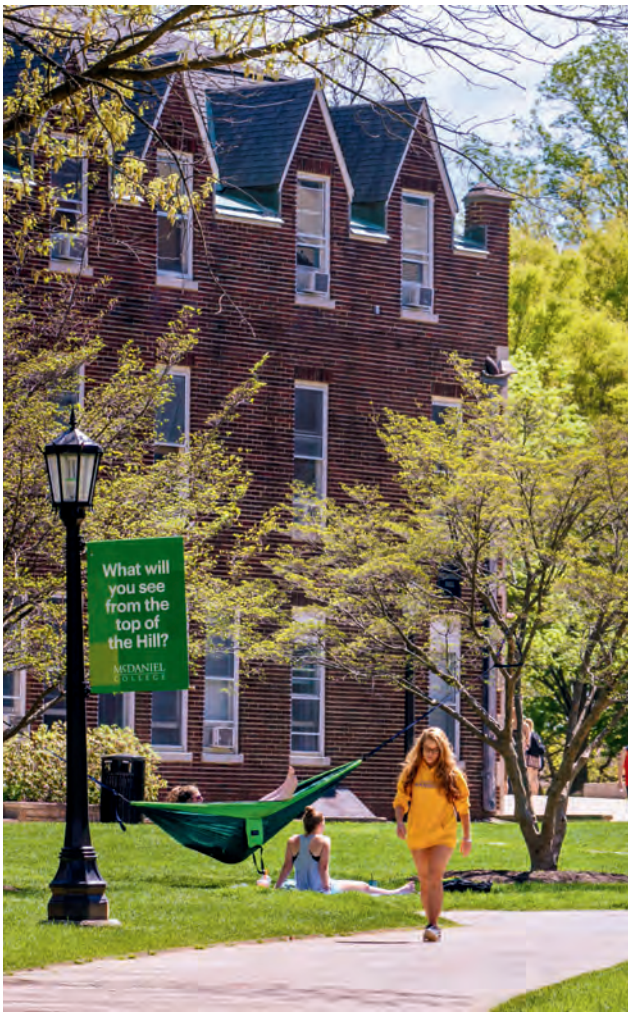
Hood College

McDaniel College

In the same month, there was a Black American Film Festival with Dr. Erin Watley: "An Oversimplification of Her Beauty" As a part of the Cultural Speaker Series, ODEI hosted a celebration for Hispanic/LatinX Heritage Month with author, professor, and poet Javier Ávila. As part of the celebration, the local chapter of Hermandad de Sigma Iota Alpha Fraternity, Inc. presented themselves for the first time in front of the McDaniel community. ODEI hosted a professional development workshop centered around effective strategies to overcome Imposter Syndrome. DEI Specialist and Alumna Alina Philip delivered a presentation highlighting the influence of diverse identities on workplace experiences and their significance in navigating Imposter Syndrome.

McDaniel College's Department of Communication & Cinema hosted a selection of eight films that showcase various themes such as Black romance, fine arts, LGBTQIA+ history, liberation, fame, and more. This festival, hosted at the Carroll Arts Center, served as a bridge between the community and the College, and included movies such as "Flee", "One Night in Miami;" "Till", "Queen of Kwate", and "Woman King". Hosted by the Diversity, Equity, and Inclusion Committee of the Alumni Council, the breakfast connected alumni to the DEIJ mission of the College and bridged the connection with the current ODEI team, President, other alumni, and current students.

McDaniel College



McDaniel College

Cultural organizations at McDaniel College include the American Sign Language Club (ASL); Arabic Club (Al-Nadi Al-'Arabi); Asian Community Coalition (ACC); Black Student Union (BSU); Haus of Excellence: The LGBTQIA+ Alliance/McDaniel College's Gender and Sexuality Alliance (GSA); Hispano-LatinX Alliance (HLA); League of United Latin American Citizens (LULAC); Jewish Student Union (JSU); Muslim Student Association (MSA); and many more.

At **St. John's College**, there are many cultural events such as Ukraine Independence Day that featured a traditional Kyiv cake at the Convocation Waltz party with signage explaining the history and significance of the day for Ukraine. For Oktoberfest, the institution featured a screening of the film Siss and offered pretzels on the quad. The Waltz Committee hosted their annual Polka Competition and Oktoberfest Party. During Hispanic Heritage Month, the Nacho Bar in the Coffeeshop offered favorite Latin American snacks requested by students of varied Latinx heritage. In December Student Life collaborated with Pangaea to host an open mic event in the boathouse, featuring music, poetry, and dance from the College's international community, with an appetizer spread and dessert bar.

In January, St. John's College held several activities such as the screening of Raoul Peck's Oscar-nominated documentary: "I Am Not Your Negro" followed by a faculty-led discussion; and a trip to United States Holocaust Memorial Museum in honor of International Holocaust Remembrance Day. For Lunar New Year the College proffered a selection of Chinese and Vietnamese snacks requested by students and procured from international markets and they hosted a screening of Everything Everywhere at Once with Chinese takeout. The Johnnies of Color Cookout was hosted by Student Life and featured a BBQ, smores, and a firepit on the quad. With an estimated 150 participants, it was one of the best attended events of the academic year, and student leaders declared that the event, featured in the student newspaper, was an unrivaled success, as they felt they had provided an opportunity for diverse social groups to connect and converse.

St. John's College

Recruitment, Interventions, Academic Outreach, and Support for Diverse Students

Goucher College

MICUA MEMBERS TAKE ACTION throughout the application and admissions process to provide students from all backgrounds the opportunity to attend and succeed at an inclusive institution of higher education.

Goucher College established the LAUNCH Network to offer historically underrepresented Goucher-bound students, i.e., Pell Grant eligible and first-generation students, support services, skills development, and community building opportunities that will assist them in earning a degree. The LAUNCH Network is a cohort-based, integrated, four-year program that welcomes new students to Goucher, helps them transition to college, supports them throughout their journey at Goucher, provides them with the skills and opportunities for future career success, and offers a lifelong network that extends beyond graduation. Students selected to join the LAUNCH Network will not incur out-of-pocket expenses for participation in the program. The programs support students who may face unique challenges and ensure that they have access to the resources necessary to flourish at Goucher.

Capitol Technology University's undergraduate population is diverse with 44% identifying as a person of color and 35% identifying as Caucasian. Student support services, orientation programs, first-year seminars, and academic support are designed to meet the needs of these students. The University has established articulation agreements with numerous Maryland community colleges. Student support begins at the time of admission. The initial step for students is placement testing and course selection. Students who place into remedial courses are offered support services prior to enrollment to improve their academic abilities and retest prior to the beginning of the semester. The Dean of Students coordinates disability services and information is published in the student handbook and other publications. The Dean of Students reviews requests and works with students to ensure they receive the support needed for success. Students receiving learning accommodations are encouraged to meet with the advising team consistently for successful coaching.

At **Hood College**, those who self-identify as students of color or from other underrepresented populations are encouraged to join multicultural organizations. Informally, leaders of these organizations are encouraged to empower new students and are offered training to help facilitate those relationships. These students are also trained to help with first-year student needs and to specifically help guide peers through racial and cultural acclimation on campus. Student Success Peer Mentors (SSPMs) are upper-class peers assigned to new students enrolled in GNST 101 (Seminar for Academic Success) who co-teach class and provide additional out-of-class engagement. Hood College's recruiting efforts are targeted in areas with significant populations of at-risk students including, but not limited to, Baltimore. The institution maintains frequent contact with guidance offices and college advisors at high schools and community-based organizations in these areas. Relatedly, Hood College has initiated a partnership with SHIP (Student Homelessness Initiative Partnership of Frederick County) to offer support and scholarships to housing-insecure students seeking a higher education.

Hood College

Maryland Institute College of Art

The Director of International Student Services at Hood College works to build a welcoming and supportive experience for incoming graduate and undergraduate international students. The Davis United World College (UWC) Scholars Program has served as the conduit to recruit international, underserved students from 147 countries. Historically, each year Hood enrolls two to three new UWC Scholars with outstanding credentials and potential. These students are greeted at the airport upon arrival in the United States, offered welcome supply bundles to ease their transitions, taken shopping for essentials, and assisted in setting up financial services and communication equipment. Throughout the first semester, they are assisted in building support systems and developing cultural understanding.

Maryland Institute College of Art's Student Counseling Center (SCC) supports the emotional and psychological well-being of MICA students. Students may come to the SCC for various reasons. These reasons include, but are not limited to upsetting events, normal developmental challenges, difficulty adjusting to the demands of college life, grief or loss, partner, social or family relationships, emotional crises, and mental health concerns. All student counseling services are free, confidential, and available to any MICA student enrolled in a full-time undergraduate, graduate, or post-baccalaureate program.

Notre Dame of Maryland University

The Center for Student Engagement and Success at **Mount St. Mary's University** has two Student Success Coaches who meet individually with students to help them form a holistic perspective with a goal of developing their four-year academic and career plan. The professional staff members provide mentoring, advising, and advocating for the needs of the minority students enrolled in the Scholars program as well as teach a First Year Symposium course. The Division of Student Life hired a new Assistant Dean and Director of New Student Programs who works closely with the Center for Student Engagement and Success to develop first-year student programs and is responsible for organizing freshman and transfer orientation, as well as first-generation programs.

Washington Adventist University

Notre Dame of Maryland University's Counseling Center supports the mental health needs of the student population. For the 2022-2023 academic year, over 120 students were seen by the Counseling Center which is an increase from previous years. Outreach, a key reason for the increase in utilization, included a workshop on self-harm, an intention setting activity in partnership with Mission & Ministry, a gift making and reflection activity before winter break, a random notes of kindness activity during Kindness Week in February, a midterms stress reliever, provision of sleep hygiene information on an interactive bulletin board, a Valentine's Day self-love and affirmation activity, and partnering with the student organization WEvolve to host a speaker from TurnAround who gave a presentation to students on Consent on Campus. The Counseling Center was also present during the initial Mental Health First Aid training for faculty and has participated in several admissions events.

Washington Adventist University offers a wide range of academic support services such as placement testing and student study skills instruction, and students on academic probation in the Enrichment Program receive special mentoring support.

The University established a Rising Scholars Program, a semester-long college preparatory experience for conditionally admitted students who wish to strengthen academic skills, build confidence, form new friendships, and enhance their potential for college. Disability Services are available to students, which aligns with the institution's commitment to provide an equitable and exemplary education for all students to help ensure their academic and personal success.

Washington College tracks the diversity of its student body regularly. Of the 935 matriculated students in 2022-23, 58% were women. The College has increased the diversity of the student body by 10% - 15% over the past decade. Ten years ago, 85% of the student body was white. Now, that number has decreased to 64.5%. Most of this change is due of an increase in Black or African American students. For the 2022-2023 academic year 24% of the student population were students of color.

Washington College

Washington College

In February 2023, faculty changed the transfer credit policy to create a pathway for Maryland community college students to transfer to Washington College and complete a bachelor's degree more easily. Traditionally, the process had been slow and non-transparent. The Assistant Dean for Transfer Pathways developed a plan to reduce these institutional barriers. Under the new policy, students earning either an A.S. or A.A. degree at an in-state community college will have all their credits transfer in a process known as direct transfer (also known as block transfer).

Washington College's three clinical counselors provide in-person counseling sessions for students. This year, the University contracted with a vendor to provide mental health services. The institution increased free tele-health sessions from five to six for all students. The tele-health system provides a larger and more diverse pool of counselors representing a wide range of identities. Initial data demonstrates that students of color and members of the LGBTQ+ population) are taking advantage of this additional support.

Financial Aid Programs Targeted for Diverse Students

IN 2016 LEADERS OF THE 13 MICUA MEMBER INSTITUTIONS announced the launch of the Guaranteed Access Partnership Program (GAPP). This first-of-its-kind program was created to reduce college costs and moderate student debt for Maryland high school students who lack the financial resources to afford higher education. Students who receive a State Guaranteed Access grant and a GAPP grant may receive up to $40,000 each year for four years. MICUA member institutions also offer individual need- and merit-based grants and scholarships to promote diversity.

Goucher College's endowment and restricted funds play a critical role in promoting cultural diversity on campus. Out of 210 endowment and restricted funds, approximately 21% are earmarked for cultural diversity initiatives.The College is proud to report that additionally close to 31% of need-based endowment and scholarships, and nearly 24% of non-restricted funds are available for students who advance cultural diversity on campus. The remaining 25% of funds are reserved for specific program requirements or other criteria established by donors. Goucher is dedicated to creating a culture of inclusivity on the campus and supporting a diverse student population.

Notre Dame of Maryland University (NDMU)'s Office of Financial Aid offers an institutional aid package that is awarded on both merit and need-based conditions. In FY 2022, NDMU offered just under $7 million in institutional financial aid to students, in addition to a variety of federal and State financial aid. This allows NDMU to award aid to a more diverse group of students who may have differing academic strengths and financial needs. Institutional need-based grants and matching funds for GAPP have helped NDMU develop a more diverse student body, especially for those who may otherwise not have been able to financially afford NDMU. Financial Aid counselors provide one-on-one support for students to inform and assist students and parents in accessing all financial aid opportunities.

Goucher College

At **Stevenson University**, approximately 40% of students attending the institution are from diverse backgrounds. This year 87% of Sellinger funding supported scholarships. The majority were need-based scholarships that in part helped to address the financial barriers of Stevenson students from diverse backgrounds. Additionally, through the generosity of many donors the University currently has a number of scholarships awarded to students from underrepresented backgrounds, disadvantaged backgrounds and/or are the first in their immediate family to attend college.

Washington Adventist University dedicates some institutional funding/scholarships specifically for minority students, in the form of grants or scholarships to help self-identified Latin and other Deferred Action for Childhood Arrivals (DACA) students unable to afford a quality education. DACA students and students whose parents are undocumented benefit from this financial assistance. Also, minority students may apply for any institutional grant or scholarship.

Stevenson University

Loyola University Maryland

Loyola University Maryland offers endowed scholarship funds to support high-need students with preference given to first-generation and underserved populations. For example, the Charm City Promise Program was established to recognize and support high-achieving students from Baltimore City public, charter, or Catholic high schools who demonstrate significant financial need. Eligible accepted students receive a financial aid award that meets 100% of their demonstrated need toward Loyola's full direct cost of attendance.

Diverse Students in Leadership Roles

PROMOTING LEADERSHIP OPPORTUNITIES to diverse students is a priority for MICUA members, which helps to build confidence for future positions in the workforce and affords participation in on-campus decision making.

Each fall semester at **Capitol Technology University,** the Department of Student Life and Retention holds a student club fair to recruit students for positions in student clubs and organizations. In addition, the student life team provides leadership training for all resident assistants, presidents and vice presidents of student clubs and organizations (such as National Society of Black Engineers (NSBE) Society of Women Engineers (SWE) and all members of the Student Leadership Advisory Board.

Capitol Technology University

Hood College

At **Hood College**, students of color are intimately involved in campus leadership at all levels of responsibility. They hold leadership positions as president, executive board members and committee chairs. The Student Government Association (SGA), resident assistants, peer mentors, peer mentor leaders, admission ambassadors, class councils, and various committees all use a nomination or application recruitment method. Student life professionals actively nominate, mentor, and encourage a wide range of populations to become involved in these processes.

The Diversity Coalition supports and coordinates diverse activities and programs for the campus. Four years ago, the Student Government Association (SGA) amended their constitution to include a diversity chair, who was selected from the Diversity Coalition. The diversity chair is a voting member of the SGA executive board. The SGA executive board this past year was diverse in terms of race, ethnicity, and religion.

The Hood College Black Student Union, Queer Student Union, Feminist Student Union, Latinx Student Union, and the African Caribbean Student Union have each established a tier-based executive structure. Annually, one or more first-year students are elected to positions on the board. This structure allows new students to experience leadership training and growth. Each board has also been encouraged to elect junior status-level presidents or chairs. Senior status leaders and previous position holders serve as mentors and guides to train and support current board members. Each board is encouraged to send representatives to, or run for positions on, the Campus Activities Board, Student Government Association, and various committees on campus.

Johns Hopkins University offers students of color various campus activities, organizations, and opportunities for involvement and engagement. The institution supports undergraduate and graduate students of color building out programs and leadership involvement around intercultural learning experiences, student success initiatives, and professional and leadership development. Students of color can choose to be involved in any of thirty-seven culture and identity student organizations which are supported through an advocacy group, the Multicultural Leadership Council (MLC). The MLC is a coalition group that serves as the leading advocacy group to voice student needs, priorities, and concerns to University administrators. The Multicultural Leadership Council is comprised of 74 members including the presidents and vice-president of each culture and identity student group. The leading culture & identity affinity groups are: Multicultural Leadership Council; Indigenous Students at Hopkins; Multiracial Interest Group; Men of Color Hopkins Alliance; Inter-Asian Council; Female Leaders of Color; Black Student Union; and Organizacion Latina Estudiantil. Overall, according to the Hopkins Campus Groups, student groups have strong engagement as there are 1261 students registered, resulting in active members of the leading culture and identity affinity groups listed above.

Johns Hopkins University

At **Washington Adventist University**, the Student Government is strongly represented by minority students. The Student Association (SA) Officers are represented by a diverse group of students from various ethnic backgrounds. The officers include two Brazilians, one Dominican, one African-American, and one Caucasian. Also, the Center for Student Life is a welcoming and inclusive environment introducing the students to the greater campus community. Each Student Life leadership role, whether elected or appointed, has been a balanced representation of the student body. The Center for Student Life also uses various modes of communication to reach out to the student body and encourage them to get involved. Faculty, staff, and student representatives are asked to submit recommendations as well as posters, flyers, newsletters, and advertisements on the WAU app encouraging involvement.

Diverse student leadership can be seen in other departments including, but not limited to, the Class officers, student senators, resident assistants in the residence halls, Student Ambassadors, and student professionals. In the fall of 2022, the institution's students identified in the following top three categories: 43% African-American, 25% Hispanic and 11% Foreign. Student led Week in Spiritual Emphasis (W.I.S.E.) occurs once a semester. Students from the University are encouraged to participate, organize, and lead the program. Both female and male students from various ethnic backgrounds share poetry, music, and uplifting messages.

Washington College students are encouraged to apply for Peer Mentor positions, run for SGA office and other club leadership positions. Leadership training was offered to students of color in the fall of 2022. The Black Student Union and Cleopatra's Sisters co-hosted a joint leadership conference which was held in the Center for Career Development.

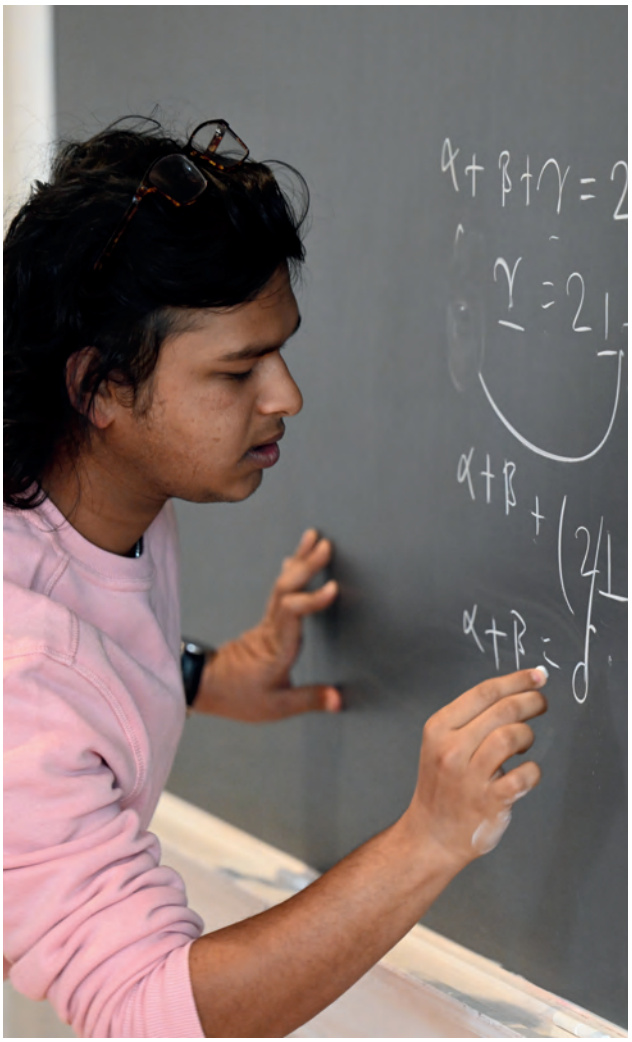
The Office of Intercultural Affairs hosted a student leadership conference in January of 2023. The conference encouraged students to become leaders through action on campus. Students also discussed how they can become better leaders when dealing with various situations on campus.

Washington College

St. John's College

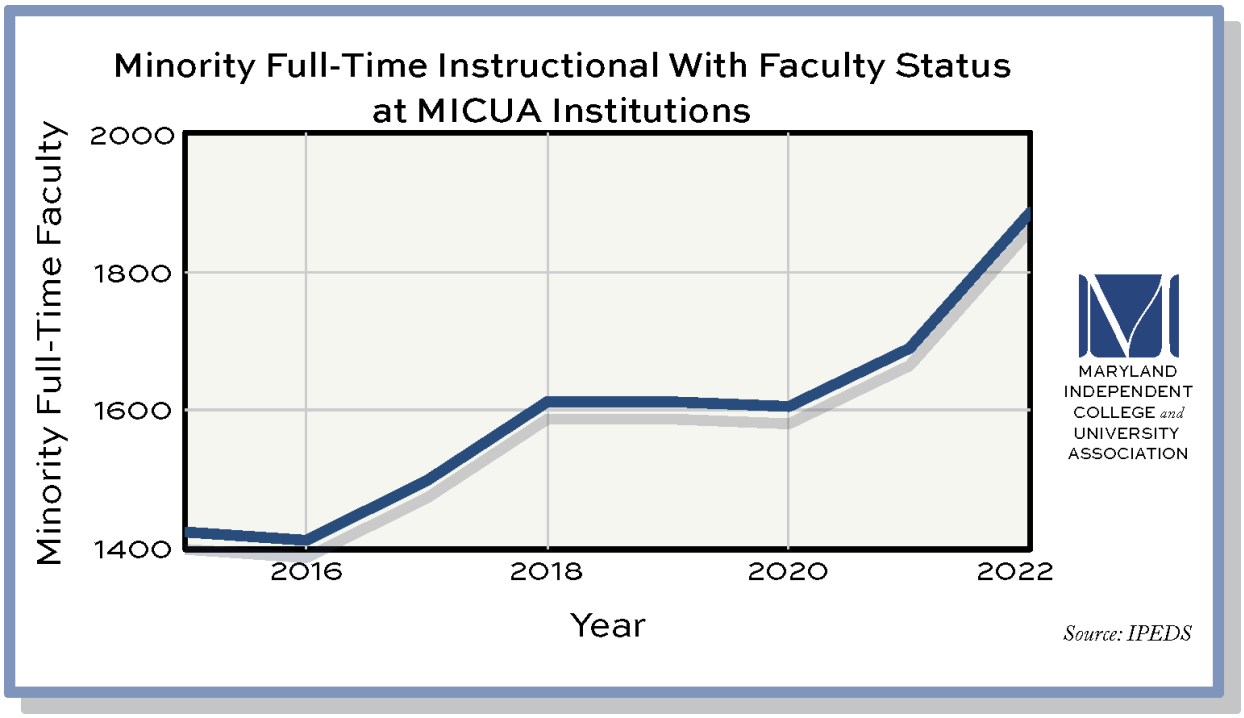
St. Johns College's professional staff make an extra effort to connect with students of color and champion their ideas for club activities and events. Student Life works hand-in-hand with students to bring their ideas to fruition by assisting with: necessary contracts, vendor and catering bookings, food shopping/cooking, event setup and takedown, advertising, and seeking additional funding and budgeting. The institution also ensures events led by students of color do not compete with other student events on the calendar and helps to partner with other student clubs and the delegate council for further policy support. Of over 60 student clubs this academic year, nearly 20 have students of color in main leadership positions, including: Waltz Committee, Darkroom Lounge, Drunk Poets Society, Storyteller's Guild, Alexander Hamilton Society, Johnnies of Color, Pangaea: International Student Club, Historical European Martial Arts Club, Brazilian Jiu-Jitsu, Kunai, Futsal, and Crew Team.

Furthermore, the student body elected students of color to positions of leadership in two eminent student organizations which govern all other student clubs and work closely with the administration, namely the Delegate Council and the Student Committee on Instruction (SCI). This year students of color served as polity treasurer, polity herald (a position that involves community advocacy and information dissemination), as well as delegates representing each class, and on the SCI. Also, students of color served in leadership positions working with the administration, as resident advisors, Bridge program mentors, and student aides on the student life event team.



St. John's College

Investments in Faculty Diversity



Maryland Institute College of Art

MICUA INSTITUTIONS CONTINUALLY EVALUTE campus-wide cultural diversity programs and practices using a range of campus assessments and outside resources to invest in diverse faculty.

Maryland Institute College of Art is developing procedures around recruiting diverse faculty, utilizing search committees, and offering implicit bias training on the staff side to align with faculty procedures that are already in place at the institution. The Office of DEI also works collaboratively with the Office of Equity Compliance and the Center of Teaching Innovation and Exchange to provide DEI professional development to both faculty and staff.

In June 2023, **Washington College** became institutional members of the National Center for Faculty Development & Diversity (NCFDD). NCFDD provides mentoring support and solutions that help academics be productive while maintaining work-life balance. The Associate Provost and newly appointed Associate Dean for the Faculty will collaborate to leverage the NCFDD membership to enhance onboarding for incoming faculty and mentoring for faculty and staff from culturally diverse backgrounds. Recently, the Associate Provost for Diversity & Inclusion completed Oregon State University's Search Advocate Foundations Series training. As a result, during the 2022-23 academic year, several actions were taken including piloting a search advocate program and updating the Faculty Recruitment Guide. The Associate Provost for Diversity and Inclusion now also has the authority to review position announcements prior to advertisement, make recommendations for targeted recruitment outreach, and conduct implicit bias awareness workshops for Academic Affairs search committees. The Associate Provost provided three professional development workshops this year, including two sessions on Inclusive Excellence, Intellectual Diversity, and Freedom of Expression in February and March 2023. In addition, the Associate Provost organized a full-day retreat on inclusive pedagogy and classroom practices in May 2023.

Washington College

Loyola University Maryland

Loyola University Maryland deploys the Office of Human Resources to monitor the diversity of applicant pools for staff and administrator positions and makes recommendations to hiring departments to expand the applicant pool when there is insufficient diversity. Vacant positions are posted and advertised widely on a national diversity network including numerous underrepresented group websites. The Office of Academic Affairs has developed recruitment and retention policies that follow best practices in diversity and inclusion for faculty hiring, including in the University's Mission Driven Leadership training provided to emerging and current leaders, faculty development, and mentoring opportunities informed by experiences of faculty of color and other underrepresented groups. Relatedly, Loyola offers faculty various internal and external grants to support their professional development and research agenda related to diversity and inclusion, i.e., Kolvenbach Program, Community-Engaged Learning and Scholarships, and mid-career summer research grants. Annually, the institution sponsors a colleague to participate in a premier leadership opportunity through Higher Education Resource Services (HERS) Institutes for Women in Higher Education. Also, the Academic Affairs Office offers inclusive scheduling practices by posting a multi-faith calendar for faculty.

At **McDaniel College,** the Associate Provost for Equity and Belonging leads the efforts for decolonizing the curriculum. This effort is to expand community members' views of what a more inclusive curriculum would look like by elevating voices that have been excluded from the cannon or who are not part of the normative Eurocentric, patriarchal standard. Additionally, emphasis was given to creating a curriculum that better represents everyone and provides a more well-rounded liberal arts educational experience for students, which, in turn, will make them more well-rounded citizens and contributors to humanity.

Goucher College's faculty search committee undergoes training facilitated by the Associate Provost for Faculty Affairs and the Director of Faculty Development and Teaching Excellence that focuses on how to conduct active, equitable, and inclusive faculty search processes. In their first year at Goucher, all full-time faculty participate in monthly new faculty programming and the faculty mentoring program.

McDaniel College

Diversity Reflected in the Institution's Leadership & Board of Trustees

MICUA members recognize that the institution's leadership team and Board of Trustees should reflect the diversity of the student body.

At **Loyola University Maryland,** in Fall 2022, the executive leadership at the University was 17% African, Latinx, Asian, and Native American (ALANA) leaders and 55% women leaders. Recently, Loyola was named to the 2022 Executive Alliance 20/20 Honor Roll, which recognizes publicly traded companies headquartered in Maryland and the largest hospitals, non-profits, and colleges and universities that employ women in at least 20% of their executive leadership roles AND have women in at least 20% of their board of director seats.

Academic Affairs provides recurring training opportunities to Department Chairs, including professional development opportunities to discuss issues such as implicit bias, difficult conversations, best practices in tenure and promotion, and best practices in diverse faculty recruitment and development. Academic Affairs regularly provides funding for leadership training for interested individuals, including through the HERS (Higher Education Resource Services), the Ignatian Pilgrimage, the Collegium program, the Ignatian Colleagues Program, and other periodic leadership development opportunities. Many of these opportunities are advertised to all eligible faculty with special efforts by leadership to encourage emerging leaders among women and underrepresented faculty for all opportunities.

Loyola University Maryland

St. John's College

In May 2022, the presidents and the deans of the two **St. John's College** campuses, in Annapolis and Santa Fe, issued a statement explaining the importance of diversity and inclusion to St. John's longstanding commitment to liberal education in a democratic society, affirming the commitment of leadership to these principles, and outlining actions being taken to this end. The campus climate for administrators from racial and ethnic minority groups has been noted as a welcoming place for peoples of all racial and ethnic backgrounds. As a small college, this work is accomplished through person-to-person interaction and care for the development of staff and faculty.

The President, college-wide VP of Finance and Operations/CFO, Vice-President for Advancement, Human Resources, Library, Career Services, the VP of Student affairs, and the Dean administrative positions are held by women (including women of color). The College continues to promote from within. This year the Treasurer was promoted to the College-wide VP of Finance and Operations/CFO, and the Executive Director of Campus Health and Wellness was promoted to VP of Student Affairs. Both are women of color. Additionally, a woman was appointed as Dean (CAO), and a long time African American male employee was promoted to head the campus safety office. A number of the College's senior administrators identify as LGBTQ.

Loyola University Maryland

Capitol Technology University

Washington College has prioritized the diversity of senior leadership in recent years. In the President's leadership team: 30% of the senior staff are people of color, as are 29% of the Cabinet members; 29% of the Cabinet members and 40% of the senior staff are women; 20% of the senior staff and 14% of the Cabinets member identify with the LGBTQ community. Searches for senior positions, which typically engage a search firm, require the search committee to devote an entire early meeting to diversity and implicit bias training. A search firm's track record of diverse appointments is critical to their selection.

Capitol Technology University's Board makes diversity a priority. In the past five years, 55% of new members elected to the board are ethnic minorities.

Since FY19, **John Hopkins University** Board, has made progress with regard to membership diversity, particularly in the areas of gender, race, age, and expertise. Racial diversity on the Board reached its highest level in FY22 with 72% Caucasian (81% in FY19), 16% African/African-American (13% in FY19), and 11% Asian/Asian-American (5% in FY19) representation. The Board also recruited mid-career Trustees (in their 40s and 50s) and expanded its diversity of expertise to include more Trustees with start-up/information technology, real estate, and arts/philanthropic experience.

Over the past five years, **Maryland Institute of College Art** has recruited a more diverse Board of Trustees. To date, close to 40% of the board members are persons of color including the board chair and one of the two vice chairs. Diverse membership has been achieved in recent years through: 1) the broad support of an institutional mandate of DEIG (Diversity, Equity, Inclusion & Globalization); and 2) a joint Board Affairs Committee and presidential partnership in recruiting new trustees of diverse backgrounds.

Maryland Institute College of Art

Notre Dame of Maryland University's Board of Trustees has consistently represented a broad range of diversity and has enacted a recruitment policy that reinforces that commitment. During the 2021-22 academic year, the Board of Trustees hosted a retreat focused on DEI education and incorporating DEI concepts into the Board's work, including in BOT Committee charters. As of Fall 2022, 60% of BOT members identified as women, and 16% identified as a racial minority.

Washington College's Trustees Committee of the Board of Visitors and Governors is responsible for recruiting Board members. In the last several years, it has focused on term limits in order to ensure that the Board benefits from the diverse backgrounds and perspectives that new Board members bring. As of July 1, 2023, the Board has 16% people of color (up from 11% five years ago) and 38% women (doubled from 19% five years ago). A Board member identifies with the LGBTQ+ community. The Trustees Committee continues to emphasize diversity in its pipeline, ensuring that the roster of qualified candidates who have an interest in joining the Board is more reflective of the current and prospective student population. The higher level of turnover and the prioritization of diversity is showing results.

Johns Hopkins University

Notre Dame of Maryland University

Washington College

Diversity, Equity, and Inclusion Resources and Training

MICUA Institutions utilize a range of internal and external resources to offer diverse programs and practices.

Goucher College offers DEIJ training to faculty using a mix of in-house and external providers. For faculty events, external providers are primarily faculty working, researching, and writing in the DEIJ space. During the 2022-23 academic year, third party sessions included: A Translingual Approach to Antiracist Writing Instruction: Why? How? And Now with Dr. Vershawn Young (August 2022); Cultivating a Pedagogy of Hope with Dr. Kevin Gannon (January 2023); Complicating the Classroom: Language, Identity, and Teaching in the Gray Areas with Dr. Brooke Vick (April 2023); Deepening Equity at the Intersection of Racism & Antisemitism on Campus with Vavilah McCoy (May 2023); and Hip Hop Futurism and the Changing Landscapes of Writing Counterstories with Dr. David Green (June 2023). The internal DEIJ sessions targeted to faculty were: Language Power and Positionality in the Classroom: A Faculty Roundtable (April 2023); Student Behavioral Intervention: Who, What, and How? (January 2023); and Supporting Student Success (August 2022).

At **Hood College**, in the 2022-23 academic year, the Vice President of Culture and Inclusivity (VPCI) provided DEI training to student leaders including RAs and peer mentors. New students (first-year and transfer) participated in a four-part series of conversations that began during August Orientation and ended the first week of October 2022. The conversations introduced new students to what it means to be in the community at Hood College, including expectations regarding diversity, equity, inclusion and belonging. The VPCI conducted mandatory training for the co-facilitators (peer mentors paired with faculty/staff volunteers) prior to each conversation. In spring 2023, Hood College became an inaugural member of Belong, a new network of private independent colleges organized by the Council of Independent Colleges (CIC) and the Association of College and University Educators (ACUE).

Goucher College

Hood College

Maryland Institute College of Art

Maryland Institute College of Art offered Title IX, Unconscious Bias, and Wellness training. The following trainings were provided via Safe Colleges: Discrimination Awareness in the Workplace, Diversity and Inclusion: Faculty and Staff, Diversity Awareness: Staff-to-Staff, Implicit Bias and Microaggression Awareness, Making Campus Safe for LGBTQ+ Students, Making Schools Safe and Inclusive for Transgender Students.

McDaniel College uses multiple forms of DEI training on campus. All new students are required to attend McDaniel Local over the summer to register and learn more about the College. During those meetings, the students are required to attend a DEI training session with the Office of Diversity, Equity, and Inclusion (ODEI) staff. Additionally, as a part of the First Year Seminar, all first-year students must take a DEI workshop conducted by the ODEI staff. Throughout the time that students are at McDaniel, there are multiple voluntary opportunities for training and workshops for students.

Human Resources partnered with ODEI to provide training to staff and faculty. The initial training is mandatory and is an introduction to DEI concerns including microaggressions, stereotypes, implicit bias, and allyship. More specific training is offered and requested by departments/divisions for their teams. Faculty are provided opportunities for professional development throughout the academic year that are geared towards difficult conversations, inclusive educational practices, and implicit bias.

Washington College students are required to take the online course Diversity, Inclusion, and Belonging at the outset of their first year at the College. This learning module is offered through a third-party partner, Vector Solutions. An additional Vector Solutions module titled Diversity, Equity, and Belonging for Leaders has been assigned to some student leaders, faculty, and staff. Search committees for Academic Affairs positions participate in implicit bias workshops (noted above). Members of the Bias Education Response Team disseminate information and offer in-house educational workshops on bias reporting, bias response, and inclusion.

McDaniel College

Goals for the Future: Programmatic Ideas to Enhance Cultural Diversity

MICUA institutions are committed to promoting diversity throughout their campuses in the short and long-term and with additional financial resources and capital investments, they could further enhance cultural diversity on their campuses.

Capital Technology University has identified two proposals to enhance the following training and opportunities to increase cultural diversity and awareness within the student population: (1) Safe space training and identified safe spaces for students. Safe Space training is a workshop aimed to reduce the often unwelcoming and even hostile environments in which LGBTQIA people navigate in their daily lives and (2) a Power and Privilege (P & P) project which prompts students to reflect on their own experience and reflect on any unconscious biases they might have. Typically, a P& P project would be offered in a series and include a brown bag lunch discussion as well as an event to promote unity and an inclusivity. These trainings or workshops will also be embedded in the freshman seminar curriculum for all new students to help them understand the campus community and the standards of inclusivity and cultural competency that the University promotes.

Capital Technology University

Hood College

With additional resources, **Hood College** would be able to continue participating in CIC Belong and expand the scholarship programs offered through the CollegeBound Foundation and SHIP to reach greater numbers of students. The College would also increase funding for the Hodson-Gilliam Diversity Scholarship. Another effort that could be implemented with funding is providing transportation to campus for high-need students to allow them to participate in all campus visits and event opportunities. The College also would complete renovations of a sizeable space on campus for a multicultural center. Additionally, the College will hire the director of inclusive excellence position to assist the VPCI regarding strategic initiatives related to diversity, equity and inclusion.

McDaniel College seeks the development of a Race and Equity Justice Center. This Center would allow for a larger space and provide the resources that are necessary to support diverse populations. Additionally, this Center would provide workshops, community gatherings, and dialogs designed to enhance and support cultural diversity. Finally, this Center would maintain the artifacts and archives of DEIJ history not only at McDaniel College, but in the Carroll County community, facilitating a role as a bridge between the College and the community.

While **Stevenson University** is proud of its accomplishments related to cultural diversity, its work is primarily completed by employees who have other functions and are making time for D&I work as their workload allows. Additional funding for D&I-related positions, such as clerical support positions to compile data or schedule and take minutes at D&I meetings, would take some of the burden off other staff doing this important work.

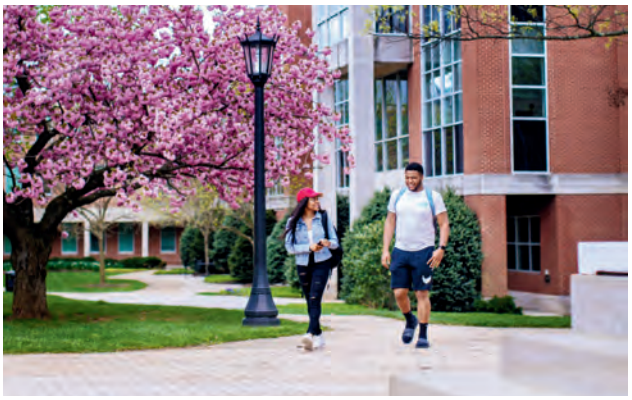
If resources were available, Washington College has discussed having a building space where allocated private prayer rooms as well as conference rooms for Bible studies that have media capabilities would be a great addition. Having the financial capabilities of sending staff and student representatives to diversity conferences and training would also add knowledge and awareness of how to be constantly on the front end of a healthy diverse campus environment. It would also be helpful to have diversity and inclusion seminars and workshops to create a more inclusive and aware campus so that students know about the cultural diversity that is around them and ways that the campus could better support DEI initiatives in an intentional way.

At **Washington Adventist University,** there is complete implementation of a peer-to-peer diversity education group through the Center for Student Life, Students Educating and Empowering for Diversity (S.E.E.D.). The program will prepare WAU undergraduate students to engage in intergroup dialogue centered around identity, intersectionality, social justice and the appreciation and celebration of the rich diversity reflected in the campus community. S.E.E.D. will employ a variety of programmatic structures to achieve the goal of educating and empowering participants around issues of cultural knowledge and responsibility.

Stevenson University

Goucher College hosted the 2023 Institutional Representative's Meeting on Goucher's campus in June of 2023 with a keynote lecture led by Dr. Roger Worthington, founder and executive director of the Center for Diversity and Inclusion in Higher Education, and professor in the Department of Counseling, Higher Education, and Special Education, at the University of Maryland. His address was titled, "Challenging the Status Quo: The Evolution of Supreme Court Decisions on Affirmative Action and the Imperative for Antiracist Activism."

Goucher College



McDaniel College

The work of DEIJ at **McDaniel College** is all inclusive and should be at every level of the institution; the College has created three groups to support this work. First, the Alumni DEI Council of alumni volunteers support the work of bringing more diverse alumni together and addressing concerns from diverse alumni perspective. They have instituted programs and meetings to help support the work of diversifying the engaged alumni community. Second, the DEI Administrative Team includes most of the College's leadership; a faculty representative, staff representative, and a representative from the Faculty Inclusion and Diversity Committee. This group helps to make the changes necessary at McDaniel to promote inclusion and provide each individual with a sense of belonging. Thirdly, the DEI Subcommittee of the Board of Trustees provides guidance to the work that has been done at the College and shares the DEI efforts with the larger Board. Additionally, they are the DEIJ advocates for the Board of Trustees. Finally, the College has just completed the initial year of its five-year strategic plan. DEIJ is not in a separate category but is integrated throughout the plan, which is a clear example of how the College believes this work must be done in all areas and must be valued at all levels of the institution.

Diversity, Equity, and Inclusion:

15 Best Practices

01 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.

02 An office of diversity or a senior administrator responsible for diversity issues ensures that the institution's commitment to cultural diversity is implemented and is a central consideration in a broad range of campus activities.

03 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.

04 Colleges and universities sponsor cultural events throughout the year to recognize diverse populations. Cultural events planned in a collaborative manner by students, faculty, and staff may include film and book discussions; guest speakers from a broad range of backgrounds; visual art displays; and music.

05 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 college or university affordable to low-income students.

Washington College

06 Remove barriers that preclude low-income and first-generation students from considering college such as waiving application fees, offering tuition waivers, providing scholarships, and making standardized tests optional. These institutional policies help to improve access and foster a welcoming environment.

07 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.

08 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.

09 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.

10 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.

Mount St. Mary's University

11 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.

12 To successfully retain diverse administrators, an institution should be intentional about providing the support and resources needed to build and enhance morale and leadership skills.

13 Effective diversity awareness training for faculty, staff, and administrators helps create an inclusive working environment. The effectiveness of the training increases if it is tailored to the employee's setting (such as school/office/team) and to the employee's role in that setting (for example: faculty/department chair/coach).

14 Institutions may benefit by sponsoring local chapters of formal organizations of faculty and administrators who share a particular ethnic or gender identity. 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.

15 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.