



**Board of Regents
Committee on Education Policy and Student Life**

**Friday, September 7, 2018
9:30 a.m.**

Universities at Shady Grove

**Agenda
Public Session**

Action Items

1. [2018 Mission Statements, Goals, and Objectives](#)
2. [2018 Cultural Diversity Progress Reports](#)

Information Items

3. [Report on Academic Program Actions Delegated to the Chancellor, AY 2017-2018](#)
4. [Update on USM Matters for Baltimore: B-Power](#)
5. [Tentative Annual Agenda, 2018-2019](#)

Action Item

6. [Motion to Adjourn and Reconvene in Closed Session](#)



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: 2018 Mission Statements, Goals, and Objectives (Action)

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Friday, September 7, 2018

SUMMARY: In 2017, the Maryland Higher Education Commission (MHEC) prepared a new State Plan for Postsecondary Education entitled *Increasing Student Success with Less Debt, 2017-2021* (<https://tinyurl.com/studentsuccesswithlessdebt>). In accordance with Maryland statute, in the year following the approval of the State Plan, each institution within the state must review their mission statement (including statements on institutional identity, institutional capabilities, and institutional objectives and outcomes) to ensure consistency with the State Plan for Postsecondary Education and compliance with the State’s equal educational opportunity obligations under State and federal law, including Title IV of the Civil Rights Act.

Each USM institution and regional center began reviewing and updating these documents in March 2018. In July 2018, the institutions/regional centers submitted their documents to the USM Office of Academic and Student Affairs (ASA). ASA staff thoroughly reviewed each submission and asked several institutions to make minor revisions to ensure alignment with guidance from MHEC. Upon receipt and review of the final submissions, the ASA team believes the current mission statements, goals, and objectives meet MHEC’s requirements.

On August 14, 2018, the full Board of Regents was asked to review the mission statement and institutional identity sections of each institution’s and regional center’s submission and was given access to complete submissions if desired. Today, Dr. Joann Boughman will present the mission statements and engage the regents in a discussion of these documents.

ALTERNATIVE(S): Regents may request clarification and adjustments to these plans.

FISCAL IMPACT: Fiscal impact varies by institution.

CHANCELLOR’S RECOMMENDATION: That the Committee on Education Policy and Student Life recommend that the Board of Regents approve the mission statements, goals, and objectives of each institution and regional center.

COMMITTEE ACTION: DATE: September 7, 2018

BOARD ACTION: DATE:

SUBMITTED BY: Joann A. Boughman 301-445-1992 jboughman@usmd.edu

**PLEASE REFER TO MATERIALS MAILED TO
REGENTS IN MID-AUGUST, DILIGENT, THE
USM WEBSITE, OR CONTACT
ZLEE@USMD.EDU**

BOWIE STATE UNIVERSITY
2018 MISSION STATEMENT

SUMMARY MISSION STATEMENT

As Maryland's first historically black public university, Bowie State University empowers a diverse population of students to reach their potential by providing innovative academic programs and transformational experiences as they prepare for careers, lifelong learning and civic responsibility. Bowie State University supports Maryland's workforce and economy by engaging in strategic partnerships, research, and public service to benefit our local, state, national and global communities.

Revisions to Bowie State University's mission statement were developed as a core component of the University's FY 2018 Strategic Planning process. The Strategic Planning Committee, with representation from student groups, faculty, staff, alumni, and the Foundation, developed a mission statement that aligns with our core purpose, history, and contribution to the community at large. The Strategic Planning Committee collected input during a campus community forum (March 2018) and again in May 2018. Dr. Aminta H. Breaux accepted the mission statement in June 2018.

INSTITUTIONAL IDENTITY

Bowie State University (BSU) is a comprehensive university that provides 21st century learners with a strong foundation for success with a well-rounded academic experience, an inclusive environment, and hands-on learning opportunities. Building on its rich legacy as a training ground for teachers since 1865, the university is committed to providing access to a high-quality education and cultivating emerging leaders who are prepared to succeed in a changing, global society.

Bowie State is committed to making quality education accessible and affordable to all, especially students from traditionally underserved communities. It delivers its academic programs in a stimulating, challenging, and student-centered academic environment that fosters life-long learning, leadership, responsible citizenship, and continuing intellectual development. BSU aligns its practices and resources in support of its five core values: excellence, inclusivity, integrity, accountability, and innovation. Its goal is to provide a holistic education that prepares students for success in an ever-changing world. BSU subscribes to the basic tenets of higher education -- discovery, application, and dissemination of knowledge for the betterment of society -- which are in alignment with the *2017-2021 Maryland State Plan for Postsecondary Education*.

Bowie State University continues to grow and develop in response to state, national, and global workforce needs. BSU offers a comprehensive array of programs with selective programs of doctoral study. Currently, the university offers 22 undergraduate majors, 19 master's degree programs, two doctoral programs, 12 post-baccalaureate certificates, one post-master certificate, and three certificates of advanced study. The University's 2018-2023 Strategic Plan emphasizes the imperative of incorporating high-impact activities into academic programs with the goal of increasing college retention and completion rates for all students. Academic areas targeted for growth include computer science, technology and security, health care, education, social work

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and disciplines aligned with our HBCU heritage. The University is considering implementing research-based doctoral programs and expanding professional doctorate offerings in the areas of counseling and human resource development.

The university is a leader in Maryland for producing graduates with degrees in biology and in the information technology fields. Enrollment in the computer technology major has increased over the last three years. A recent redesign of the computer technology curriculum has positioned the program to graduate even more students – starting in fall 2018, it will offer eight-week courses to enable students to progress through the curriculum faster and earn degrees in 3.5 years. Based on recommendations from industry experts, the computer technology curriculum now includes five courses on cybersecurity as core courses.

The opening of the Center for Natural Sciences, Mathematics and Nursing allows for increased capacity in these STEM disciplines. The Center’s nursing simulation wing, equipped with real-life manikins that exhibit patient symptoms, provides students with hands-on experiences to develop their skills for clinical positions in hospitals and other medical facilities. The rooftop greenhouse and 23 research and instructional labs allow faculty to involve more students in real-world research, strengthening the university’s efforts to integrate hands-on research opportunities into the undergraduate student experience.

The visual communication digital media arts major is another program that has seen enrollment growth in the past three years. The program prepare students with the technology and research skills for today’s competitive world of the creative arts through concentrations that span from digital media arts to fashion design to animation and motion graphics. The addition of a minor in hip-hop and visual culture has made this program even more attractive. The program’s growth is also due to the addition of the state-of-the-art Fine and Performing Arts Center, which boasts arts-technology labs and studios, as well as a fully equipped fashion design studio.

The business administration major continues to have high enrollment and high degree production. The accounting concentration has a particularly high success rate in placing recent graduates in top reputable firms right after graduation. The recent addition of the entrepreneurship and small business management concentration prepares students to think innovatively in organizations and gain the necessary skills to become successful business owners.

The Department of Counseling offers four master’s degrees that prepares students for clinical roles in critical counseling and psychology positions. The school counseling and mental health counseling programs are accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP). Graduates from CACREP programs are highly recruited by employers – in fact, three federal agencies require counselors to graduate from programs with CACREP accreditation before they can work with their populations.

The College of Education has focused on providing culturally responsive education programs to prepare future educators to work with diverse student populations. Four recent grants have

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helped to expand the capacity of programs focused on special education to recruit and retain students who will graduate with the skills to work with students with special needs. The university's award-winning partnerships with local professional development schools are a model in providing students with effective teaching experience in the field.

The social work major is accredited through the Council on Social Work Education. The program provides students with valuable field experiences and international learning opportunities, through the Global Learning Program. It is the nation's first social work program to provide the option of taking Spanish as part of the curriculum.

To meet the needs of nontraditional adult learners, the university is offering more options for the delivery of courses through the Weekend College and 8-week courses offered in the master's degree in human resource development and in the undergraduate computer technology programs. BSU offers programs at the Universities at Shady Grove, Southern Maryland Higher Education Center, and the Laurel College Center (beginning in 2018-2019). Bowie State University's new academic program development is focused on state and regional workforce needs and in areas aligned with our mission.

Bowie State University historical identity, current focus and future direction support the initiatives in the *2017-2021 State Plan for Postsecondary Education: Student Success with Less Debt*. Specifically, Bowie continues to support educational opportunity for Marylanders (Success, Strategy 4), engage in a continuous improvement process to ensure that institutional policies and practices support student success (Success, Strategy 5), provide alternative modalities, new programs and pedagogies and streamlined student and academic support services to facilitate timely degree completion (Success, Strategy 6) (Innovation, Strategy 9), integrate high impact practices into the student experience, including career advising and planning into internship experiences (Success, Strategy 7), partner with business, government and other institutions to support workforce development and graduate readiness (Innovation, Strategy 8), and expand support for grant participation and research (Innovation, Strategy 10). Bowie State faculty, staff, students and administrators are engaging in change management strategies and embracing experimentation so that we can better meet the holistic needs of our students (Innovation, Strategy 11).

INSTITUTIONAL CAPABILITIES

The University's 2018-2023 Strategic Plan reaffirms Bowie State University's commitment to academic excellence and student success as shown through our deeply rooted strengths in teaching, research, and service. The President and Cabinet provide the vision and allocate fiscal and human resources to accomplish the objectives in the strategic plan and operational improvements. The Cabinet includes the following divisional vice presidents: Academic Affairs, Administration and Finance, Enrollment Management, Information Technology, Institutional Advancement and Student Affairs and the Executive Vice President and General Counsel and Chief of Staff; and directors of Athletics and University Relations and Marketing. Examples of

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divisions/offices responsible for Bowie's strategies supporting the goals of the *2017-2021 State Plan for Postsecondary Education* are outlined below.

- Support educational opportunity for Marylanders (Success, Strategy 4) – Enrollment Management (admissions, financial aid), Academic Affairs (academic advising, tutoring, disability support services), Institutional Advancement (alumni giving, fundraising)
- Engage in a continuous improvement process to ensure that institutional policies and practices support student success (Success, Strategy 5) – all divisions/units
- Provide alternative modalities, new programs and pedagogies and streamlined student and academic support services to facilitate timely degree completion (Success, Strategy 6) (Innovation, Strategy 9) – Academic Affairs (academic departments, academic support units, institutional research, assessment), Information Technology, Student Affairs
- Integrate high impact practices into the student experience, including career advising and planning into internship experiences (Success, Strategy 7) - Academic Affairs (academic departments, academic support units, institutional research, assessment), Student Affairs (career development services)
- Partner with business, government and other institutions to support workforce development and graduate readiness (Innovation, Strategy 8) – Institutional Advancement, Academic Affairs (academic departments), Student Affairs (leadership programs, career development services)
- Expand support for grant participation and research (Innovation, Strategy 10) – Academic Affairs (academic departments, research and sponsored programs)

BSU's academic programs are organized within 14 departments in four colleges. Each of the four colleges – Arts and Sciences, Business, Education, and Professional Studies – has a dean who is responsible for the management, academic integrity, and overall direction of the college in consultation with the Provost. All four colleges have their vision statements, missions, and goals that reinforce the university's mission, strategic plan, and goals related to offering high quality programs.

Our full-and part-time faculty are recognized for their teaching and scholarship. Recent recognitions include 2017 PEN/Robert W. Bingham Prize for Debut Fiction, Prince George's Teacher of the Year, 2017 Emerging Scholar by Diverse Issues in Higher Education, Helen Hayes Awards, USM Board of Regents Staff and Faculty Awards, ACE Fellowship, and numerous contributions to professional journals and media.

Below is a sample of teaching and research programs aimed at supporting faculty and providing students with high-impact experiential learning opportunities. Fiscal resources to support these activities and the university as a whole derive from tuition and fees, state appropriation, auxiliary services, external grants, federal Title III, the Bowie State Foundation and other resources.

The **Protein Crystallography Research (PCR)** faculty members have received several patents for their innovations, some of which have been successfully commercialized. PCR researchers

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collaborate with experts in industry and academe as well as with international partners to provide laboratory practical experience and internship opportunities to enhance the training of students.

The **Plant Genomics Research Program (PGRP)** was established with initial funding from the National Science Foundation (NSF) in the Department of Natural Sciences. PGRP administers a grant designed to equip participants with molecular biotech skills for entry-level positions in industry as lab technicians or prepare them for graduate school. PGRP faculty members collaborate with colleagues in the US Department of Agriculture (USDA)-Agricultural Research Service (ARS), and the Mayaguez Institute in Puerto Rico.

Medicinal Chemistry Research Program (MCRP) faculty members are skilled in drug discovery techniques, nanotechnology, and the design of bioactive molecules. Through a grant from NSF, the faculty members have enhanced the undergraduate chemistry curriculum with a focus on preparing students to conduct research in chemistry and bio-chemistry. The lab is equipped with some of the latest and most sophisticated analytical tools in the industry.

The **Computer Technology Program (CTEC)** meets the workforce demands for professionals with expertise in the field. The program offers tracks in Network Administration, Security (cyber security), Database, and Multimedia and Internet. The program is the only one of its kind in the University System of Maryland that incorporates cloud computing. Accredited by ABET, CTEC provides extensive hands-on experience for students.

Bowie Business Innovation Center (Bowie BIC) is a joint business incubation program between the City of Bowie and Bowie State University (BSU). The Bowie BIC is the first Maryland incubator to be established at a historically black college. The Bowie BIC works closely with the academic departments, especially those in the College of Business, to enhance the learning environment by providing experiential activities such as internships, real-life case projects, and class speakers. A nonprofit organization with its own independent board of directors, the Bowie BIC nurtures entrepreneurial companies by providing business support services and facilities that help companies survive and grow during their start-up period. It exists to produce successful firms that will leave the program as financially viable, freestanding companies. Bowie BIC graduates have the potential to strengthen local economies, create jobs, revitalize neighborhoods, and commercialize new technologies.

The **Department of Teaching, Learning, and Professional Development** partners with nine Professional Development Schools, most of which are in Prince George's County. These serve as the primary vehicles for pre-service experiences for teacher candidates as well as in-service and professional development for teachers and other professionals. These experiences positively impact student achievement. Its graduates serve as teachers and principals in the State of Maryland and throughout the United States.

The **Criminal Justice Program**, established in 2011, is one of the fastest growing programs at BSU. The program offers a distinctive opportunity for students to pursue an interdisciplinary study of criminal justice and law with concentrations in forensic science, community-based

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corrections, and social justice. The program offers hybrid, online, and traditional face-to-face instruction and has established pathways with several area community colleges. The criminalistics lab provides hands-on experience with the latest forensic investigation tools.

The Social Work Spanish Option Curriculum is the first of its kind in the country. The Department of Social Work and the Department of English and Modern Languages at BSU have partnered to build the bilingual capability of social work undergraduate students. Students take three semesters of Spanish language courses to build competence in responding to the needs of Latino populations. The Spanish language program supports economic growth and vitality through advancing a high quality workforce to address the needs of Maryland's diverse citizenry.

Project Management Graduate Certificate Program (PMGCP), a component of the master's degree program in human resource development, prepares students for managing, planning, and implementing a diverse range of projects aimed at enhancing organizational effectiveness. In 2012, the PMGCP was designated as a Registered Education Provider (REP) by the Project Management Institute (PMI) - the only HBCU to receive such recognition.

In addition to academic program based supports for research and scholarship, Bowie State has expanded its efforts to provide students with real-world learning opportunities before graduation. In addition to industry and government partnerships, student presentations at professional conferences, Business Pitch competitions, Elite Research Showcase on Capitol Hill, Honda Campus All-Star Challenge, Black Enterprise Hackathon, tax preparation and internships, the University recently instituted the two programs below.

The **Summer Undergraduate Research Institute (SURI)** was established in 2015 and provides the opportunity for faculty members and undergraduate students during a 10 weeks program to engage in research across all disciplines. The research teams of students and faculty are involved in investigation related to cybersecurity, entrepreneurship, intersectional feminism, molecular genetics, food forensics, plant metabolomics, drug discovery and synthesis, data analytics and HIV/AIDS. Funded in part by the National Science Foundation (REU) Research Experience for Undergraduates (REU) and the US Department of Education McNair programs, SURI is designed to build a pipeline of minority students qualified to succeed in graduate school.

The **Entrepreneurship Academy** is designed to expand and integrate entrepreneurship across the campus and curriculum. Established in 2014, the Entrepreneurship Academy's mission is to cultivate, develop and infuse entrepreneurial thinking and behavior among students to prepare them for success in a changing global landscape. It helps students create their own business opportunities or become innovators and problem-solvers at established companies. Ultimately, the Academy strives to become the "go to" resource for entrepreneurship among Bowie State University faculty, students and alumni.

The 2018-2023 Strategic Plan described below outlines the goals and objectives necessary for Bowie State University to continue its race to excellence.

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INSTITUTIONAL OBJECTIVES AND OUTCOMES

Bowie State University is committed to strategic planning and institutional assessment. The 2018 – 2023 Strategic Plan sets forth five overarching goals, as well as supporting objectives aligned with the University System of Maryland Strategic Plan and the Maryland Higher Education Commission’s *2017-2021 State Plan for Postsecondary Education*.

Each goal in the Strategic Plan has associated metrics that are tracked annually and reviewed by the cabinet during its annual May planning retreat. Over 50 metrics provide insight on strategic plan goal progress, assess the institution's core values and track progress on USM and *State Plan* strategic goals.

The annual planning cycle begins each year with the establishment of institutional priorities. Annual divisional goals and objectives are directly linked to the strategic plan as well as the annual priorities. Mid-point and end of year reviews are conducted for unit/divisional and institutional annual objectives. Adjustments are then considered for strategic objectives in light of current issues and resource availability.

Bowie State University's Strategic Plan goals and supporting initiatives are as follows. MHEC *State Plan* goals and strategies are indicated as appropriate.

Goal 1 - Provide academic excellence supported by curricular as well as co-curricular experiences. (State Plan Goals: Success and Innovation)

- 1.1 **High-demand, innovative academic programs** - Modify existing academic programs, and create and support new, high-demand programs that will promote the ongoing growth and development of the institution (*State Plan: Success, Strategy 6*).
- 1.2 **High-impact activities** - Integrate and enhance opportunities for students to participate in study abroad, service learning, civic engagement, internships and other experiential learning activities, with University financial support available to assist those with limited means (*State Plan: Success, Strategy 6,7*).
- 1.3 **Engaged faculty** - Recruit and retain faculty committed to student success through continuous development of excellence and innovation within faculty member’s pedagogical course delivery and support for faculty scholarship, research, and academic presence in their respective fields. Enhance faculty skills and capacity for applying for and managing external funding.
- 1.4 **Cultivate external relationships** - Increase corporate, educational, and government partnerships to help provide career-oriented opportunities for our students and alumni (*State Plan: Innovation, Strategy 8*).
- 1.5 **Undergraduate education** - Re-examine the undergraduate general education experiences to prepare students for success in their majors, promote lifelong learning, and provide a foundation for personal and professional success after graduation (*State Plan: Success, Strategy 5*).
- 1.6 **Graduate Education** – Re-examine our approach to graduate education and revise as necessary to address the unique needs of the adult learner population and declining enrollment (*State Plan: Success, Strategy 5*).
- 1.7 **Learning outcomes assessment** – Continue to mature our system of assessing student learning outcomes and implementing curricular improvements resulting from assessment findings.

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Goal 2 – Promote a Holistic and Coordinated Approach to Student Success (State Plan Goal: Success)

- 2.1 **Enrollment Management Division** – Create a comprehensive enrollment management approach that promotes a student-centered philosophy through a coordinated, consolidated, and streamlined system of enrollment management operations and retention activities using data, information, and program evaluation to inform continuous improvement and long-term strategic enrollment management (*State Plan: Success, Strategy 5*).
- 2.2 **New student experience program** - Develop a comprehensive new-student experience program for all levels that sets standards and expectations of what it means to be a successful Bowie student (*State Plan: Success, Strategy 4*).
- 2.3 **Admission policies and procedures** – Align admission policies and procedures to ensure that the University is honoring its historical mission of access and opportunity (*State Plan: Success, Strategy 4*).
- 2.4 **Financial aid awarding strategy** - Develop a comprehensive financial aid awarding strategy that leverages institutional, private, state, and federal resources to strategically align resources to support student success (*State Plan: Success, Strategy 4*).
- 2.5 **Student retention and progression strategy** - Develop and implement a comprehensive undergraduate and graduate retention and progression strategy by encouraging innovation and collaboration between academic and non-academic units in efforts to support student success (*State Plan: Success, Strategy 5,6*).
- 2.6 **Holistic student development** – Integrate deliberate academic and co-curricular programs and services with the goal of developing our students intellectually, emotionally, socially, physically, artistically, creatively, and spiritually.

Goal 3 – Encourage Academic and Administrative Innovation to Meet Student Needs (State Plan Goals: Success and Innovation)

- 3.1 **Faculty experimentation / innovation** – Leverage internal fiscal and physical resources and USM Academic Transformation grants and other opportunities to promote experimentation and innovation. Examine current human resource practices, promotion, and tenure expectations and the faculty merit process to recognize faculty efforts in these areas (*State Plan: Innovation, Strategy 9, 11*).
- 3.2 **Academic programming through alternative formats** - Offer targeted programs through alternative modalities, online delivery, at regional higher education centers, and in the community, in order to meet the needs of all prospective students and of the state, national, and global workforce (*State Plan: Success, Strategy 6 Innovation, Strategy 9*).
- 3.3 **Leverage current and new technologies to support student success** – Assess the capabilities of current technologies to promote efficiency and effectiveness in administrative and academic processes and have a transparent and inclusive process for evaluating new technologies (*State Plan: Success, Strategy 5*).
- 3.4 **Construct an analytics capacity**– Develop a data warehouse that incorporates a reporting tool to provide actionable information to support student retention, progression, and graduation (*State Plan: Success, Strategy 5*).

Goal 4 - Enhancing our Campus Culture of Diversity, Inclusion and Civic Engagement (State Plan Goal: Success)

- 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*).

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- 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.

Goal 5 - Ensure Long-term Viability of BSU (State Plan Goal: Innovation)

- 5.1 **Entrepreneurship/workforce development** – Develop entrepreneurship education for equipping the future workforce with leadership and entrepreneurial mindset required in the twenty-first century economy (*State Plan: Innovation, Strategy 9*).
- 5.2 **Engaged employees committed to student success** - Recruit and retain employees committed to student success, and support them through ongoing professional development opportunities and opportunities for advancement and engagement.
- 5.3 **Alumni engagement**- Implement strategies to solidify mutually beneficial and intentional connections between alumni and the university to expand opportunities for personal and career development for both alumni and students through the BSU for Life program.
- 5.4 **Service for the public good/community engagement**- Cultivate collaboration with business, government, economic development, and community organizations to serve the public good by using the University’s resources to impact critical areas of need including social justice, education, technology, economic development, and health.
- 5.5 **Identity/branding**- Broaden recognition of the distinctive experiences and programs that define BSU and its value for individuals and communities locally and globally.
- 5.6 **Resource Development**- Grow a culture of philanthropy and enhance external funding from public and private giving, grants, contracts, partnerships and sponsorships and promote and demonstrate effective stewardship of resources to achieve the University’s strategic priorities.
- 5.7 **Sustainability and facilities development** – Continue to develop a campus infrastructure that supports sustainable practices and facilities that contribute to student development, living and learning environments and innovative instructional practices.

COPPIN STATE UNIVERSITY MISSION AND GOALS STATEMENT

SUMMARY MISSION STATEMENT

Coppin State University, a Historically Black Institution in a dynamic urban setting, serves a multi-generational student population and provides education opportunities while promoting lifelong learning. The university fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development.

Mission Statement Review Process

The mission statement review process for Coppin State University included a series of town hall-style meetings that were open to students, faculty, staff, alumni, administrators, and other members of the campus community. While the meeting was held in a large meeting space on campus, participants also had the opportunity to Skype into the conversation, which many did. During the first town hall meeting, held April 10, 2018, attendees provided feedback regarding the length of the current statement and discussed the clarity of terminology and the use the phrase “anchor institution,” used to describe Coppin.

A second town hall-style meeting was held on April 19, 2018. Participants echoed comments similar to those of the previous meeting. Additional feedback was related to suggested use of specific terms such as leadership, diversity and inclusion, and civic and community engagement. The review process also included the provision of open-ended interview questions that facilitated an opportunity through which members of the campus community were able to, openly, share their interpretations of the university’s mission in relation to their job descriptions and other roles and responsibilities.

The Office of the Provost and Vice President for Academic Affairs invited members of the campus community to comment and contribute to the revision of the mission statement via e-mail and phone communication. In order to aid in the drafting process, the Provost assembled a small writing team to incorporate the comments and suggested edits into the document. Each week, revisions were made to the statement and shared with the President’s Cabinet, Shared Governance Councils, and other members of the campus community.

Presenting a more concise and deliberate mission statement, the Provost held a final town hall-style meeting on May 17, 2018. The Provost reiterated the overall goal was to submit a revised statement to the President by June 13, 2018, allowing sufficient time for review and final comments and, ultimately, final submission to the USM on June 15, 2018.

The revised Mission Statement was approved by the Cabinet for submission to the University System of Maryland (USM) on June 13, 2018.

INSTITUTIONAL IDENTITY

Founded in 1900, Coppin State University (CSU) is a comprehensive Historically Black Institution (HBI) originally founded for teacher education. Named in honor of Fanny Jackson Coppin, an outstanding African-American educator, Coppin has reaffirmed its dedication to excellence in teaching and student success. The Institution offers 53 academic programs: 32 baccalaureate, 11 masters, and 9 certificates programs, and one doctorate degree.

Student Profile

Coppin serves differently-prepared, multigenerational students, from a variety of cultural and racial backgrounds, with an age range that spans from 17 to 65 and older. The average age of the Coppin student is 26. Approximately 34 percent of the student population are between the ages of 30 and 59 and 75 percent are female. Seventy-three percent of the total student population are Pell grant recipients. Approximately 13 percent of Coppin's students are classified as first-time, full-time students who moved directly from high school to college. On the other end of the spectrum, 61 percent of Coppin's students are working adults with young children, while 68 percent are first-generation college students. Moreover, 19 percent are transfer students from other four-year institutions or community colleges.

Academic Programs

Coppin prepares its students to be competitive in regional and global markets through its commitment to quality programs in teacher education, criminal justice, business, social and behavioral sciences, information technology, nursing, allied health, health information management, Science, Technology, Engineering, and Mathematics (STEM), fine and performing arts, and liberal arts. The University's state-of-the-art Science and Technology Center (STC) houses STEM programs, and provides facilities for research through a technology-based learning environment anchored in West Baltimore. Coppin's partnerships generate graduates who make lasting impact on Baltimore communities and regions beyond. The University manages Coppin Academy High School, a chartered public school in Baltimore City.

Intercollegiate Athletics

Coppin State participates in the Mid-Eastern Athletic Conference (MEAC) and the National Collegiate Athletic Association (NCAA) Division I. Men's varsity teams compete in baseball, basketball, cross country, tennis, and indoor and outdoor track and field. Women's teams compete in basketball, bowling, cross country, softball, tennis, indoor and outdoor track and field, and volleyball.

Accreditation

Coppin State University is regionally accredited by Middle States Commission on Higher Education. The institution also ranks as a Carnegie master's Comprehensive (MA-I) institution. The University program reflects excellence in the discipline-specific accreditations from the National Council for Accreditation of Teacher Education (NCATE) the Commission on Nursing Education (CCNE), the Council on Rehabilitation Education (CORE), the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), the Council on Social Work Education (CSWE), and the Commission on Accreditation of Health Informatics and Information Management Education (CAHIIM). Additionally, the Accreditation Council for Business Schools and Programs (ACBSP) accredits the College of Business.

Commitment to Student Success

The University is committed to a culture of sustained evaluation and data democratization. Every desktop user on campus has access to live data dashboards based on their role within the institution. These dashboards display applications, admission, enrollments, cohort progression, and graduation data to keep all Coppin employees focused on increasing enrollment and student success. As a result, organizational learning continues, transparency of data increases, and data supported decision making at every level of the University is encouraged. Through data democratization, students, faculty, staff, and administrators have an impact on the planning process. Access to the data analytics allows for effective and efficient use of resources for advancement of the University.

As a result of CSU's award-winning Information Technology Division (ITD), the data democratization infrastructure continues to enhance recruitment, retention, and graduation efforts. This infrastructure supports technology-enhanced instruction, learning and research, and effective student and fiscal operations. Students, faculty, staff, and administrators have training opportunities in course management software, microcomputer hardware and software, multimedia, and technology-related applications. These efforts, combined, support student recruitment, retention, graduation, and ultimately, student success.

Cultural Diversity and Inclusion

Coppin State University provides programming related to the inclusion of those racial, cultural, and ethnic groups and individuals that are, or have been, underrepresented in higher education. The University is inclusive of persons regardless of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, and military status. As required by the University System of Maryland, Coppin State has a diversity plan that enhances cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff.

Throughout the University, there are program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. Also, the University has efforts designed to create positive interactions and cultural awareness among students, faculty, and staff that include cultural training programs, curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students.

Academic Program Development Priorities

The University began a review of the academic program inventory in 2015. The Academic Affairs Strategic Planning Committee, receiving guidance and support from faculty, the Curriculum Policy and Standards Committee, and the Graduate Council determined a need to identify programs that should be placed on growth plan status. The Committee also suspended programs that suffered from low enrollment or degree completion. The review process is ongoing and, most recently, was supplemented by consultants from Blackboard, the education consulting division of the company. These consultants conducted a study on the University's program viability. The results from the study will be used to guide the development and implementation of academic programs.

The University's priorities for academic program enhancement and development continue to be directed toward supporting the workforce demands as identified by the USM. Coppin is focused on the expansion of programs in education, healthcare, computer science, accounting, social work, criminal justice, and marketing, to meet the USM identified workforce demands. Additionally, with support from partnerships and initiatives, Coppin State continues to enhance and develop programs in the arts.

As the University seeks to expand offerings, greater emphasis will be placed on the development of certificate programs, such as those in the STEM areas, business, education, psychology, criminal justice, health sciences, and the arts. The University will also focus on optimizing marketing opportunities in social and other marketing media formats. Expansion of traditional modes of delivery formats such as evening, weekend, online, and hybrid courses are also a part of the University's strategies. A review of undergraduate and graduate degrees currently offered will continue in order to ensure productivity and mission centrality.

Future Direction

A testament to the University's commitment to ensuring that the mission is focused on the future of workforce development, Coppin hosted Maryland's Lieutenant Governor Boyd Rutherford, CEOs and executives, college presidents, and a host of other elected officials and friends to participate in a press conference announcing the passage of a bill to provide at least \$2.5 million from the Maryland Higher Education Commission to support a cybersecurity program at Coppin and other Maryland colleges. Governor Larry Hogan signed Senate Bill 615, establishing the Cyber Warrior Diversity Program (CWDP) at Baltimore City Community College (BCCC), Bowie State University (BSU), Coppin State University (CSU), Morgan State University (MSU), and the University of Maryland Eastern Shore (UMES) to train students in computer networking and cybersecurity, including training to achieve specified CompTIA (Computing Technology Industry Association) certifications. Coppin State will transition to offering credit-bearing cybersecurity courses that will lead to a certificate and, ultimately, expand the credit-bearing certificate program to a degree granting-program. The University will continue to develop its cyber warrior program to meet the needs of the State and its students and to remain competitive in the global marketplace.

Moreover, Coppin is well-positioned to develop certificate programs. With an infrastructure comprised of cutting-edge technology and coupled with state-of-the-art computer science and business programs, the University is able to offer a competitive data science program. Supported by findings in a recent Blackboard viability study, the University's plan is to develop additional certificate programs that are easily attainable and accessible to prospective students and expand them into degree-granting programs. Explorations into program expansion in computer science and business are currently underway.

Assisting with the University's strategic goal to increase enrollment, the University is focusing on dual enrollment to expand relationships with area high schools and community colleges. Specifically, the intent is to increase enrollment of high school students each semester and to develop dual enrollment MOUs with community colleges.

INSTITUTIONAL CAPABILITIES

As a state institution, the University is aligned with the goals and objectives of Maryland's State Plan for Post-Secondary Education and the University System of Maryland's strategic plan.

Civic and Community Engagement

As an anchor institution for West Baltimore, Coppin actively involves students, faculty, and staff in civic and community engagement initiatives. The University's Nonprofit Leadership Certification program is a co-curricular program operating in cooperation with the Nonprofit Leadership Alliance (NLA). Requirements for this certification include a two-credit course, a 300-hour internship experience, and participation in a national NLA conference that includes professional development activities for students seeking to work in the nonprofit sector.

Civic and community engagement activities are also embedded within the General Education curriculum as one of its institutional learning outcomes: Social Awareness, Reflective Practice, and Responsive Citizenship. This outcome emphasizes understanding self and embracing their responsibilities as engaged citizens and informed leaders in service within the community. Assessment of this outcome is done within the curriculum and positively impacts student learning as well as the community.

Coppin's Dance program offers high-quality, affordable dance classes to the Baltimore community. Taught by Coppin faculty, professional artists, and advanced dance majors, Bravo!Dance uses the performing arts as a medium of self-expression and to encourage successful healthy lifestyles, mobility, and creativity through a comprehensive teaching and learning strategy for all ages, with instruction for children and adults ranging from beginner through intermediate levels.

Coppin State University is also one of five Maryland institutions that participate with the American Democracy Project. The University ensures that all students have the opportunity to become enriched in their educational experience by participating in initiatives involving civic responsibility. Activities include voter registration, on-campus voting, and participation in the annual Constitution Day event, during which the campus participates in lectures and workshops and provides access to civic resources and activities that inform participants about the U.S. Constitution.

Coppin State University is a member of Campus Compact, a national coalition of over 1,000 colleges and universities focused on building democracy through civic education and community development. Campus Compact was founded in 1985 by the presidents of Brown, Georgetown, and Stanford Universities along with the president of the Education Commission of the States to help colleges and universities create more robust support structures for community engagement. Specifically, these efforts include coordinated offices and staffed community engagement efforts; training for faculty members to integrate community work into their teaching and research, scholarships, and student incentives; and priority setting for the institution. Campus Compact shares knowledge from research and practice on high impact practices for student civic learning and support for the institutional systems, policy, and activities that reinforce learning and advance the public purposes of higher education.

Academic Units

The four major academic units are the College of Arts, Sciences, and Education (CASE); College of Health Professions (CHP); College of Behavioral and Social Sciences (CBSS); and the College of Business (COB). The units also include the School of Graduate Studies, the Honors College, the STEM Center, and the Center for Nanotechnology.

- **College of Arts, Sciences, and Education (CASE)** - The College is organized into two schools that house a total of five departments: Humanities, Natural Sciences, Mathematics and Computer Science, Teaching and Learning, and Instructional Leadership and Professional Development. These departments offer relevant and rigorous programs for interested students. The School of Arts, Sciences, and Education offers degree programs at the undergraduate level in a variety of disciplines, including STEM, and has partnership agreements with federal agencies such as National Aeronautics and Space Administration (NASA), the U.S. Department of Education, the Department of Health and Human Services, and the National Science Foundation. The programs in humanities--most notably, Dance and Urban Arts, English, and history--prepare graduates for careers in fields such as journalism, law, library science, publication design, and government service.

CASE, through the School of Education, offers undergraduate and graduate programs that prepare students to enter into or further a career in the education profession. Graduates of the School score 100% on the PRAXIS II examination. Renowned for wide-ranging expertise in preparing urban teachers, these academic programs include certifications in early childhood education, elementary education, special education, and school administration. The School produces educators who enter into graduate and professional schools throughout the region as well as those who begin teaching careers, immediately upon graduation, within the Baltimore City Public Schools, Baltimore County Public Schools, and other surrounding school systems. Coppin's CASE programs prepare students for a wide variety of careers, which demand individuals with strengths as communicators, innovators, critical thinkers, and problem solvers. CASE also provides foundational courses through the University's General Education curriculum.

- **College of Business (COB)** - The College is accredited by the Accreditation Council for Business Schools and Programs (ACBSP). Ranked among the most "innovative small college business departments" by *Business Research Guide*, the College of Business focuses on experiential learning. Through the excellence of its faculty, staff, students, and administrators, COB provides financial literacy workshops, free tax preparation to the community, partnerships with organizations such as Open Works for job training and community development, and professional mentoring. Additionally, COB partners with PNC Bank & SPCA of MD for community-related projects and offers the in-person and online B.S. in Management degree to increase college access to students and members of the community. Agreements and other initiatives within the College have been strategic and continuous and serve large constituencies of West Baltimore and beyond.
- **College of Health Professions (CHP)** - CHP's institutional capabilities related to teaching include the preparation of analytical, socially responsible health care professionals and healthcare scientists as leaders and lifelong learners. CHP's scholars synthesize advanced didactic knowledge into practice, thus, meeting the needs of local and global shareholders.

Faculty members are active social change agents who engage in scientific inquiry, evidence-based practice, draft grant proposals, and present scholarly work at local, national, and international conferences. The faculty and staff in the unit participate in civic and community service initiatives that positively influence and transform the lives of those they serve. Through the School of Nursing, the College operates two health centers: the Coppin State University Community Health Center and the Coppin Clinic at St. Frances Academy. The health centers have the unique mission to provide health care and health education that is culturally competent and responsive to meet the societal needs, demands, and values of an urban setting. CHP's accomplishments include nationally-certified faculty, nationally-accredited programs in Nursing and Health Information Management, and recognition as a National League of Nursing (NLN) Simulation Innovation Resource Center (SIRC), through the Clinical Simulation Center.

- **College of Behavioral and Social Sciences (CBSS)** - The College prepares practitioners for the world of work in the human service professions across four departments of study: Applied Social and Political Sciences; *Criminal Justice and Law Enforcement*; *Psychology, Counseling, and Behavioral Health*; and Social Work. CBSS has 10 undergraduate, four graduate, and seven certificate program, including a program in Interdisciplinary Studies. CBSS also includes the Dr. Dorothy I. Height Center for Social Justice, the Ticket-to-Work Program to assist people with disabilities, and a six-credit study abroad program. CBSS is housed in a 'smart' facility, featuring a state-of-the-art forensics lab, a crime scene room, an Independent Living Laboratory, and a geographical information system (GIS) laboratory to provide action-oriented, hands-on, interdisciplinary education that promotes a commitment to service in the community.
- **School of Graduate Studies** – Offering one doctoral program (Doctor of Nursing Practice), 11 master's degrees, one certificate of advanced study, two post-master's and five post-baccalaureate certificate programs, the School of Graduate Studies functions as the supportive and administrative unit for all graduate, post-master's, and post-baccalaureate programs at the University. Services range from recruitment and enrollment to retention and degree completion. The Graduate Council operates under the auspice of Graduate Studies and functions as the policy and standards developer and compliance entity for graduate programs. This unit provides orientations to new graduate students and professional development workshops for graduate and undergraduate students. Topics covered include APA editorial style, ethics, virtual and on-site research and library skills, fundamentals of statistics utilization, leadership conceptualization, technology applications, and life balance. The Graduate Studies Office also hosts the annual Graduate Research Colloquium.

The Honors Program - The Honors Program focuses on providing courses of highest academic content, character development, and cultural enrichment. The objective is to expose highly motivated students to a research process that prepares them for academic success. The Honors Program also prepares students for success on standardized tests. A major goal of the Honors Program is to prepare honors students for graduate study and professional employment.

- **STEM Center** – The University established a STEM Center in the fall of 2013. Operations within the Center are designed to provide coordination of academic programming and initiatives to strengthen the pipeline of STEM graduates to the Maryland workforce.

- Center for Nanotechnology – The Center brings together faculty members and students from the College of Arts, Sciences, and Education for collaborative research. It has benefited from financial support from the Constellation Energy, Technology Development Corporation (TEDCO), the U.S. Department of Education, and the National Science Foundation. The Center’s work focuses on experimental research and development of nano and biotechnologies as well as on complementary modeling and simulation efforts in computational nanotechnology, computational nanoelectronics, and processes encountered in nanofabrication. A key area of research focuses on clean energy generation and storage as well as on-going projects in the design and simulation of multi-junction photovoltaic cells for solar energy conversion.

Coppin’s academic enterprise clearly demonstrates that the University is committed to meeting the educational needs of its urban population, which includes the traditional student and the adult learner. The University is the first higher education institution in the State to assume responsibility for the restructuring and administering a public elementary/middle school and a high school in Baltimore City. Additionally, the University is the only higher education institution in the State to locate a public high school on its campus while serving as the operator.

Through continued advancements in technology, Coppin will continue to infuse emerging technologies into all teaching and learning practices, client management and student services, and institutional advancement operations. The renovation of existing buildings and the construction of new buildings that are equipped with the latest technology will provide a better infrastructure to foster excellence in teaching, research, scholarship, and service.

The University continues to take the leading role in the economic revitalization of its immediate community. Coppin is an oasis for the educational, economic, recreational, and cultural needs of the citizens of Baltimore and the State of Maryland by sharing access to its facilities and expertise in the academic disciplines, professional fields, and the fine and performing arts.

Research and Scholarship

The University’s faculty members enrich the institution’s curriculum by balancing instruction, scholarly research, and service to the community. Selected highlights among the faculty include various grants and prestigious awards and recognitions such as the University System of Maryland’s Elkins Professorship for Academic Transformation, the Daily Record’s Innovator of the Year award, and several grants from the U.S. Department of Education and from N.A.S.A.

The Student Experience

Coppin offers a rigorous curriculum supported by all areas of the campus. These programs support enrollment, retention, and graduation initiatives and continue to yield positive results. Selected support programs and interventions include:

- **Summer Academic Success Academy (SASA)** - The Summer Academic Success Academy is an intensive, six-week residential and campus-based program designed to prepare students for the transition from high school to college. At-risk students have the opportunity to develop confidence and earn college credit, prior to the start of the fall semester. SASA students receive information on financial literacy, career planning, personal growth, and other campus resources and support services.

- **First-Year Experience (FYE)** - The First-Year Experience program serves as the advisement hub for first-year and sophomore students. Students receive extensive advisement and guidance through the completion of the first 30 credits of their General Education curriculum.
- **Academic Success Centers (ASC)** - Housed within each of the four colleges, the Academic Success Centers include a staff of retention coordinators who monitor student progression, perform registration outreach, and direct students to support services needed for success.
- **Career Services Center** - Delivering programs that enable students to develop lifelong skills in career planning, the Career Services Center serves to enhance the student ability to make informed career decisions. Students are encouraged to visit the Career Center for further exploration of companies and other organizations that provide internships, practicum experiences, and career opportunities to Coppin students.
- **Our House Community Mentoring** - Our House provides mentoring for incoming freshmen through a combined peer mentoring and staff mentoring program. Commencing as a pilot program in AY2014, the program results indicate a higher freshmen to sophomore retention rate and academic achievement when compared to students who do not take part in the program.
- **Connecting Ladies Across Campus (CLAC)** - CLAC is designed to build self-esteem in female students with the ultimate goal of empowering them in womanhood, helping to sustain academic excellence, and building personal and professional relationships that may lead to successful careers. Paired with a mentor from the University's faculty or staff, CLAC supports women of all backgrounds.
- **Child Development Center** - Child care services are offered through the James E. McDonald Child Development Center and support students, employees of the University, and people in the community. Charged with the purpose of providing a safe, nurturing, and educational program that focuses on developmentally appropriate experiences for children, the Child Development Center addresses the needs of the campus community as well as the surrounding community. Students who major in Early Childhood Education complete experiential learning at the Child Care Center, contributing to their academic preparation.
- **Community Health Center (CHC)** - The Coppin State University Community Health Center is a primary care facility, which is operated by the College of Health Professions. The goal of the CHC is to improve the health of students and residents from the surrounding community. Nurse practitioners, faculty, and students of the College of Health Professions, and in some instances, a physician, provide services for the Health Center.
- **The Center for Counseling and Student Development (CCSD)** - The CCSD provides quality counseling to students experiencing personal, developmental, and psychological issues or distress. Students who are in crisis or those facing potentially life-threatening situations have access to quality outreach programs and other important services. These services address the developmental concerns of students while emphasizing prevention and professional consultative services that increase the understanding of challenges faced by students and promote psychological well-being.

- **Disability Support Services - (DSSP)** - Housed under the Division of Academic Affairs, DSSP creates an accessible university community to ensure that students have equal access to University programs, activities, and services. Policies and procedures are designed to provide students with as much independence as possible and to promote self-advocacy. The services to faculty, staff, and students address the needs of individuals to improve the quality and effectiveness of services; advocate for the upgrading and maintenance of the accessibility of all facilities; promote access to technology resources; and provide students with disabilities the same academic opportunities as non-disabled students, in all areas of academic life.
- **Center for Adult Learners (CAL)** - The average age of the Coppin student is 26 years. The CAL was formed with the adult learner in mind. The goals of the CAL are to increase educational opportunities for first-generation college students; strengthen the level of engagement in the culture of academic rigor; provide a campus climate in which adult learners demonstrate satisfaction with their program of study and go on to assume careers in their disciplines or continue matriculation into graduate or professional schools; provide a model to be replicated on a larger scale for the University; and to inform teaching and learning effectiveness, through assessment.

Return on Investment to the State

Relevance to local workforce needs and related job placement continues to be the strongest evidence that Coppin is fulfilling its mission and providing a high return on investment to the State, region, and beyond. On average, the University awards 450 undergraduate and graduate degrees, annually. Addressing workforce and societal needs such as the opioid epidemic, many of Coppin's students who obtain a Masters in Addiction Counseling provide direct assistance to residents within the local community and other parts of Maryland. Similarly, many education graduates teach within the Baltimore City Public Schools System. The School of Education graduates boast a 100 percent pass rate on the PRAXIS II Certification examination. Nursing graduates also continue to pass the NCLEX, annually, at rates of 75 percent, or higher, and fill healthcare professions within the state.

Coppin State University has generated \$158 million in total economic impact for local and regional economies. This figure includes direct spending by Coppin faculty, staff, academic programs and operations, and students attending the institution. Every dollar spent by the University and its students produces positive economic benefits. The University generates 1,431 jobs for the local and regional economy.

Coppin has several Memoranda of Understanding (MOU) with local businesses and higher education institutions that demonstrate fulfillment of the mission. Coppin's Ticket to Work program helps students who receive Social Security Disability Insurance (SSDI) or Supplemental Security Income (SSI) return to work. The program provides job readiness skills to disabled and blind individuals and, through a collaborative process, valuable internship and practical training opportunities for students enrolled in the Rehabilitation Counseling Program. Ticket to Work is part of an official Employment Network with the Social Security Administration.

The College of Business partnered with Open Works in an effort to become an internship host and partner of economic development. Undergraduate students from Coppin's College of Business mentor young people on the basics of business administration. Faculty within the College participate in research experiences with students of the University and members of the community.

INSTITUTIONAL OBJECTIVES AND OUTCOMES

Addressing the goals in the University System of Maryland (USM) Strategic Plan, USM in 2020: A Call to Action, Coppin aligned its strategic plan to the USM themes and key goals and adopted the following overarching, strategic goals for 2016 to 2020 (revised in 2018):

Increase Enrollment - Recruit, enroll, and retain high school students, working adults, and transfer students who are seeking a degree or certification for career advancement or economic gain.

Academic Innovation - Enhance the academic enterprise and cultivate a robust, enthusiastic faculty to ensure that students engage in the community and graduate, within four years, well-prepared to succeed in careers and other post-graduate opportunities.

Student Experience - Address the needs of our multi-generational student population by creating an environment that supports diversity, equity, and inclusion through learning outcomes, inside and outside the classroom.

External Relationships - Nurture partnerships and opportunities with alumni, stakeholders, industry professionals, corporations, community organizations, and incubator facilities to expand student career paths and networks while strengthening the capacity to raise private dollars and support University priorities.

Resource Development and Stewardship – Develop an infrastructure that supports continuous improvement of human and financial resources and fosters a culture for identifying and obtaining externally-funded grant opportunities and other new revenue streams to achieve the University's stated goals.

Information Technology - Maintain and strengthen IT infrastructure to further enable the current innovative uses of technology for operational and educational excellence.

Assessment - Sustain a culture of institutional effectiveness and quality control by strengthening assessment infrastructures and engaging students, faculty, staff, and other university personnel in student success strategies, activities, and programs.

Data-Supported Decision Making - Maintain a technology infrastructure that supports campus-wide data democratization and the use of analytics to impact learning and effective University operations.

Communications & Marketing - Tell the Coppin story in a way that enhances the public perception of the university to drive enrollment and increase fundraising results while highlighting and promoting research and engagement to garner national attention and leadership.

Finally, the following table provides cursory parallels between the University’s goals and their alignment with the State’s plan.

CSU Goals 2018-2020 Crosswalk Among Maryland State Plan Goals 2017-2021

CSU Goals	MD State Plan
I. Increase Enrollment – Recruit, enroll, and retain, high school students, working adults, and transfer students who are seeking a degree or certification for career advancement or economic gain.	I. ACCESS: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents. <i>Strategy 1: Continue to improve college readiness among K-12 students, particularly high school students.</i> II. SUCCESS: Promote and implement practices and policies that will ensure student success. <i>Strategy 5: Ensure that statutes, regulations, policies, and practices that support students and encourage their success are designed to serve the respective needs of both traditional and non-traditional students.</i>
II. Academic Innovation - Enhance the academic enterprise and cultivate a robust, enthusiastic faculty to ensure that students engage in the community and graduate, within four years, well-prepared to succeed in careers and other post-graduate opportunities.	II. SUCCESS: Promote and implement practices and policies that will ensure student success. <i>Strategy 7: Enhance career advising and planning services and integrate them explicitly into academic advising and planning.</i> III. INNOVATION: Foster innovation in all aspects of Maryland higher education to improve access and student success. <i>Strategy 9: Strengthen and sustain development and collaboration in addressing teaching and learning challenges.</i>
III. Student Experience - Address the needs of our multigenerational student population by creating an environment that supports diversity, equity, and inclusion through learning outcomes inside and outside the classroom.	I. ACCESS: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents. <i>Strategy 3: Expand efforts to cultivate student readiness, financial literacy, and financial aid for individuals outside traditional K-12 school channels.</i> II. SUCCESS: Promote and implement practices and policies that will ensure student success. <i>Strategy 6: Improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements.</i>
IV. External Relationships - Develop partnerships with community organizations, industry professionals, corporations, and incubator facilities to expand student career paths and networks.	III. INNOVATION: Foster innovation in all aspects of Maryland higher education to improve access and student success. <i>Strategy 8: Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness.</i> <i>Strategy 10: Expand support for research and research partnerships.</i>
V. Resource Development and Stewardship - Develop an infrastructure that supports continuous improvement of human and financial resources and fosters a culture for identifying and obtaining externally-funded grant opportunities and other new revenue streams to achieve the University’s stated goals.	I. ACCESS: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents. <i>Strategy 3: Expand efforts to cultivate student readiness, financial literacy, and financial aid for individuals outside traditional K-12 school channels.</i>
VI. Information Technology - Maintain and strengthen IT infrastructure to further enable the current innovative uses of technology for operational educational excellence.	III. INNOVATION: Foster innovation in all aspects of Maryland higher education to improve access and student success. <i>Strategy 9: Strengthen and sustain development and collaboration in addressing teaching and learning challenges.</i>
VII. Assessment - Sustain a culture of institutional effectiveness and quality control by strengthening assessment infrastructures and engaging students, faculty, staff, and other university personnel in student success strategies, activities, and programs.	II. SUCCESS: Promote and implement practices and policies that will ensure student success. <i>Strategy 6: Improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements.</i> <i>Strategy 7: Enhance career advising and planning services and integrate them explicitly into academic advising and planning.</i> III. INNOVATION: Foster innovation in all aspects of Maryland higher education to improve access and student success. <i>Strategy 9: Strengthen and sustain development and collaboration in addressing teaching and learning challenges.</i>
VIII. Data-Supported Decision Making - Maintain a technology infrastructure that supports campus-wide data democratization and the use of analytics to impact learning and effective University operations.	III. INNOVATION: Foster innovation in all aspects of Maryland higher education to improve access and student success. <i>Strategy 9: Strengthen and sustain development and collaboration in addressing teaching and learning challenges.</i>
IX. Communications & Marketing - Tell the Coppin story in a way that enhances the public perception of the university to drive enrollment and increase fundraising results while highlighting and promoting research and engagement to garner national attention and leadership.	III. INNOVATION: Foster innovation in all aspects of Maryland higher education to improve access and student success. <i>Strategy 9: Strengthen and sustain development and collaboration in addressing teaching and learning challenges.</i>



One University. A World of Experiences.

Section 1: Frostburg State University Mission

Frostburg State University is a student-centered teaching and learning institution featuring experiential opportunities. The University offers students a distinctive and distinguished baccalaureate education along with a select set of applied master's and doctoral programs. Frostburg serves regional and statewide economic and workforce development; promotes cultural enrichment, civic responsibility, and sustainability; and prepares future leaders to meet the challenges of a complex and changing global society (reaffirmed May 2017).

In the spring of 2018, FSU completed an inclusive strategic planning process involving over 50 campus stakeholders. As part of this process, the University examined its mission statement, which was approved by the Board of Regents of the University System of Maryland and the Maryland Higher Education Commission in 2014. During the spring of 2017, the strategic planning task force identified four strategic goals and crafted a shared set of values. These goals and values aligned to the existing mission statement. Therefore, the consensus among the taskforce members was that Frostburg's current mission and statement thereof should remain through the current strategic plan, which ends in 2023.

Section 2: Institutional Identity

Frostburg State University was established in 1898 to provide teacher education for citizens in Western Maryland. While maintaining its roots in teacher education, FSU has expanded into a regional state university offering more than 50 academic majors, including a number of professional bachelors programs (most notably in business and nursing); master's degrees in education, nursing, counseling psychology, business, and biological sciences; and a doctorate in educational leadership. As the only university of the University System of Maryland (USM) west of the Baltimore-Washington Corridor, Frostburg continues to enroll the largest percentage of students from Western Maryland high schools and community colleges of all USM institutions.

Frostburg's high-quality academic programs prepare students for the workplace, both in terms of specific skills as well as the intellectual dispositions required by today's fast-paced global economic environments (**MHEC Strategy 5**). While several of its undergraduate professional programs provide important training (e.g., the development of a construction management major), these programs are embedded within a context of the liberal arts. The University is proud of its General Education Program (GEP), which allows students to demonstrate both a breadth and depth of learning in the liberal arts tradition. The continual improvement of the general education program is also a priority; with a revised or renewed GEP to be in place by AY 2020-2021. The university is also committed to meeting regional workforce needs - especially in advanced health sciences – through its graduate work in nursing, counseling psychology, physician assistant studies, and an MBA concentration in health care management. In almost all cases, graduate work is available online and directed to the working adult (**MHEC Strategies 5 and 6**).



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The university prides itself on its commitment to High Impact Educational Practices (HIPs) in higher education; specifically, those that relate to experiential learning ([AACU](#)). Over 31% of seniors in AY 2017-2018 report enrolling in an internship or independent study during their time of study. Additionally, almost all FSU students participate in a first-year orientation program, 82% join learning/living communities in residence halls, 19% complete a capstone project (e.g., significant research opportunity, creative performance, or major thesis), and roughly 10% are admitted to and complete the interdisciplinary Honors Program. Frostburg is especially proud of its ongoing relationship with the Washington Center, which recognized FSU as its 2016 Public Institution of the Year for its commitment to student internships (**MHEC Strategies 7 and 8**).

Within the three colleges at the university, capstone experiences center on student teaching (Education), internships (Business and Liberal Arts and Sciences), and research (Education and Liberal Arts and Sciences). In the humanities and social sciences, students are often involved in faculty scholarship, while students in the visual and performing arts engage in the creative process through stage performances and studio work. The university has strong relationships with local and regional employers in school systems, hospitals, non-profits, and various industries; and these partnerships are cultivated by faculty/staff membership on several regional education groups (e.g., the Chamber Education Committee, Greater Cumberland Committee, and the P-20 Council), providing students with on-the-job learning and allowing them to perform practical research (**MHEC Strategies 8 and 10**).

Frostburg State University takes pride in its commitment to student success and affordability. In addition to being named as a Best Value College by *Money* magazine, FSU was ranked 147th in the nation among public colleges and universities by *LendEDU* and recognized for having the lowest average student debt of all USM institutions. Based on federal government data, Frostburg was ranked 100 in the country by *The Economist* in terms of value-added education (**MHEC Strategy 2**).

Frostburg seeks to create a welcoming and safe environment that promotes the understanding of diversity, both domestically and internationally (**MHEC Strategy 4**). Frostburg's student population, being nearly 50% white and 50% underrepresented minority, is one of the most diverse in the University System of Maryland. In its Cultural Diversity Program, FSU includes strategies that focus on effective recruitment, enrollment, and retention of students from traditionally underrepresented groups.

As part of its commitment to diversity and inclusion, FSU has sponsored an ongoing faculty-led exploration of pedagogical innovations. Instructors from several departments – including Mathematics, History, and English - provide active learning experiences for students through flipped classrooms, historical re-enactments, and the development of open educational resources (OERs). In addition, the Office of the Provost, the college deans, and the Faculty Development Subcommittee provides financial reimbursement to faculty who engage in conference presentations, workshops, and other development opportunities (**MHEC Strategies 9 and 11**).



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Frostburg is dedicated to creating and maintaining pathways for first-year and transfer students. In addition to the programmatic articulation agreements in place with the community colleges from which students transfer, FSU is also working with other Maryland and regional two-year colleges for additional pathways of recruitment (e.g., 2+2+2 programs, taking students from A.A.s to B.A.s to M.A.s; 3+1 B.A. programs; hosted B.A. programs in Engineering; and an online RN-BSN for adult learners (**MHEC Strategies 5 and 6**).

The academic experience of undergraduate students at FSU includes a rigorous, interdisciplinary general education program in the liberal arts and sciences that focuses on the development of core skills. In addition to the programs listed in Exhibit A below, Frostburg offers a robust set of student success services, such as remedial coursework (specifically in mathematics and English), tutoring, intensive advising (as appropriate), mentoring, career services and advising, and other learning opportunities (**MHEC Strategy 5**). Moreover, the university has been selected to work with NACADA and the John Gardner Institute to begin developing in fall 2018 a unique academic and career advising model tailored to FSU's students, region, faculty, and staff (**MHEC Strategy 7**).

Frostburg State University provides a strong student success and persistence support network, which encourages students to apply and augment classroom learning through a wide range of experiential opportunities, including internships, volunteerism, service-learning, and undergraduate research. In addition, participation in clubs, campus organizations, and athletic programs helps to foster students' communication skills and leadership development.

The university promotes global learning through international initiatives and programs that provide world-wide opportunities for students, faculty, and staff. To increase the University's connection to the global educational community, FSU actively recruits international students and seeks to develop partnerships with private organizations that offer English language training to international students who intend to attend college.

Frostburg effectively uses technology to enhance instruction and provide greater accessibility. The application of online learning through course redesign has enabled the university to improve students' access to technology and assist them with completing their programs of study. The university's quality online courses and academic programs provide greater access to curricular offerings and allow non-traditional students to earn credentials for career advancement in such important workforce areas as nursing and teaching. Currently, FSU awards the third largest number of BSN degrees in the USM. Also, FSU began offering 7 week online course sessions to accommodate the complex schedule of a working adult.

The University commitment to sustainability is apparent in its Climate Action Plan, which provides a blueprint of specific and tangible methods by which FSU can achieve carbon neutrality by the year 2030. This commitment also extends to the health and wellness of its students, faculty, and staff. Through its programs and policies, Frostburg fosters the overall good health of its students by promoting good nutrition, exercise, and healthy choices.



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Frostburg State University is a significant contributor to the economic prosperity of Western Maryland. The number of economic development initiatives at the university continues to grow and includes the provision of USM enhancement funds to lead regional and economic engagement. The State of Maryland recently provided funds for an office of Regional development and Engagement.

Section 3: Institutional Capabilities

Under the Office of the President, to whom the General Counsel and the Office of Gender Equity/Title IX report directly, Frostburg State University is organized into six divisions:

- **Academic Affairs:** the College of Business (four academic departments), the College of Education (two academic departments), the College of Liberal Arts and Sciences (19 academic departments), the Library, academic support programs, Graduate Services, and Assessment and Institutional Research.
- **Student Affairs:** Student Life, Student Conduct, Career and Professional Services, Counseling and Psychological Services, the Diversity Center, Leadership and Experiential Learning, Residence Live, and Health Services.
- **Administration and Finance:** Finance and Budget, University Police, Athletics, Information Technology, Facilities, and Human Resources
- **University Advancement:** the FSU Foundation and Communications and Media Relations.
- **Enrollment Management:** Admissions, Financial Aid, Registrar, the Academic Support Network (Disability Support Services, Center for Academic Advising and Retention, Programs for Advancing Student Success, and the TRIO Student Support Services, (**MHEC Strategies 6 and 7**))
- **Regional Development and Engagement:** through funding provided by Governor Hogan, the Division of Regional Development and Engagement at Frostburg State University was created in 2018 to further encourage economic development in Western Maryland. This division, which includes the Small Business Development Center (SBDC), serves as a catalyst for economic development opportunities in the region through partnerships with economic development agencies and groups in Western Maryland (**MHEC Strategies 8, 10, and 11**).

The University's Center for Communications and Information Technology (opened in 2014), the Public Safety Facility (opened fall 2017), the new residence hall (summer 2018 groundbreaking), and the Education and Health Sciences Center (in the planning stage) provide FSU with the infrastructure necessary for 21st century modalities of instruction and applied learning experiences (**MHEC Strategy 6**). These facilities provide an environment for high quality, teaching, learning, scholarship, and co-curricular programming. Given Frostburg's role as a



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teaching institution (**MHEC Strategy 1**), its faculty and professional staff engage in a wide range of scholarly activities and professional involvement, with the ultimate goal of enhancing student learning (**MHEC Strategy 6**).

Frostburg State University recognizes the importance of developing a highly educated and technologically competent workforce to meet the needs of a modern knowledge economy. Programs developed in response to the needs of businesses and industries in the region and state include Secure Computing and Information Assurance, Information Technology, Engineering (in partnership with UMCP), and Nursing. Additionally, a Master's degree in Physician's Assistant Studies is currently under development (**MHEC Strategy 4 and 6**).

As part of its efforts to strengthen its partnerships and collaborations with community colleges throughout the state, FSU has established articulation agreements with community colleges to promote interest in STEM related disciplines at those sites. Reverse transfer agreements are also under development to help meet the state's goal to increase the number of Maryland adults with associate's and bachelor's degrees (**MHEC Strategy 8**).

In response to evolving workforce demands, Frostburg also embraces its responsibility to strengthen public schools through the preparation of certified teacher education graduates and pre-K to 20 partnerships (**MHEC Strategy 1**). Increased opportunities for the continuing education of teachers are achieved through the expansion of outreach and clinical partnerships with the Professional Development Schools in collaboration with the Maryland State Department of Education and the Maryland Higher Education Commission. The university is also partnering with the Allegany County Public School District and Allegany College of Maryland on a degree-pathway program for talented high school students interested in computing. Through its Center for International Education, FSU also directly supports the Chinese immersion program at Westside Elementary within Allegany County Public School system (**MHEC Strategy 1**). In addition to its RN-BSN program - which is accredited through the Commission on Collegiate Nursing Education (CCNE) - FSU continues to expand its health science programs, most recently with its Master of Science in Nursing - Family Nurse Practitioner program with two concentrations, Family Nurse Practitioner (FNP) and Psychiatric and Mental Health Nurse Practitioner (PMHNP), which will enroll its initial cohort beginning in the fall of 2018 (**MHEC Strategy 8**).

Frostburg also serves as a regional cultural center in Western Maryland through its diverse performing and visual arts programming that features exhibits and performances by students, faculty, and national and international professional artists. The University's arts program attracts community members to campus to experience theatre, music, dance, international film, poetry, literary readings, and the visual arts. Other cultural resources that enhance FSU's visibility in the community include the University's Center for Creative Writing, which provides space for students and Frostburg residents to pursue creative endeavors. Mountain City Traditional Arts, an arts cooperative staffed by Frostburg students and a University professor/folklorist, works



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closely with the Allegany Arts Council to provide retail opportunities for local artists (**MHEC Strategy 8**).

Frostburg State University attracts thousands of visitors annually to the institution and Western Maryland through special events such as Homecoming, Family Weekend, the Cultural Events Series, and its vigorous summer programming, all of which bring additional resources to the institution and to the region. Moreover, FSU representatives are actively involved in *FrostburgFirst*, a community-driven program that fosters economic development and cultural growth in the City of Frostburg (**MHEC Strategy 8**).

Section 4: Institutional Objectives and Outcomes

Equal Education Opportunity

Diversity, mutual respect, integrity, and responsibility are core values of the Frostburg State University community and its commitment to maintaining a safe, inclusive, and nondiscriminatory learning and working environment (**MHEC Strategy 4**). The university is committed to equal education opportunities for all of its students and demonstrates this support via the work of the Office of Gender Equity; the Center for Student Diversity, Equity and Inclusion; Disability and Support Services; and Student Support Services. The University has a history of serving first generation college students (39% of first/full-time student cohort, fall 2017).

The Center for Student Diversity, Equity, and Inclusion fosters a sense of community among students of all ages, economic classes, ethnicities, gender identities, races, religions, sexual orientation, and national origins. Frostburg's Disability Support Services (DSS) program - which serves students with unique needs by maintaining an accessible learning environment and encouraging awareness, advocacy, and self-determination for students with disabilities - works with partners across campus to create a safe and nurturing community for students to succeed in all aspects of their lives (**MHEC Strategy 4**).

Student Support Services (SSS), a federal TRiO program, is an educational opportunity project that helps low-income students, first-generation college students and students with disabilities to achieve their academic and personal goals. As an advocate for qualified students, SSS provides programs and services that help students develop the academic, interpersonal, and social skills needed for success at Frostburg (**MHEC Strategy 4**).

Institutional Assessment

The [Institutional Effectiveness Plan \(IEP\)](#) is the framework in which Frostburg State University establishes its commitment to using assessment results at the institutional, divisional, and departmental levels to measure effectiveness in achieving its mission and goals and to inform planning processes. The IEP provides departments and units with procedures and guidelines for assessing and reporting progress toward identified goals. It improves the systematic gathering



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and analysis of data to guide resource allocation; support decision-making; and facilitates improvements to programs, services, and student learning.

In order to ensure that all departments have assessment plans and are implementing them by using data to inform decisions and improve institutional effectiveness, the Assessment and Institutional Effectiveness Council (AIEC), University Advisory Council (UAC), and the Executive Cabinet support a culture of assessment by regularly reinforcing the elements of the IEP to the campus community.

Frostburg State University engaged in a review and update of its strategic plan during the 2017 academic year. Following an extensive process that included input from faculty, staff, students, alumni, local elected officials, and community leaders, four goals were identified as part of FSU's plan through 2023, its 125th anniversary year.

These goals led to 12 action items, each with specific objectives and outcomes to be achieved by 2023. Each summer, the executive team, college deans, and representatives of the governance leadership groups (Faculty Senate, Staff Senate, and Student Government Association) come together with the AIEC to review goal progress and outcomes. Establishing baseline measures for a number of these action items occurred during FY 2018.

(See below for Strategic Plan goals and objectives. Exhibit B contains a crosswalk of FSU's strategic goals with the MHEC State Plan Strategies.)



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***FSU Strategic Plan, 2017-2023
Goals and Objectives***

- I. Focus learning on both the acquisition and application of knowledge.**
 - A. Ensure students acquire the essential knowledge and skills needed to succeed.
 - B. Infuse applied learning throughout the FSU curriculum.
 - C. Integrate innovative practices and technology into the learning process.

- II. Provide engaging experiences that challenge our students to excel.**
 - A. Implement an advising/support structure that meets student needs from applicant through alumna/us.
 - B. Integrate effective career and professional development into the student experience.
 - C. Create a campus climate that enhances the well-being of our students and is welcoming, inclusive, and contributes to the cultural competence of each of our graduates.

- III. Expand regional outreach and engagement.**
 - A. Support economic development in Western Maryland through targeted initiatives.
 - B. Provide opportunities for student engagement to address community needs in the region.
 - C. Promote and market Frostburg State University's successes, strengths, and assets in Maryland and the region.

- IV. Align university resources - human, fiscal, and physical - with strategic priorities.**
 - A. Develop a marketing, recruitment, and retention plan that identifies realistic and sustainable goals for first-year, transfer, on-line, adult, graduate, and international students, and the resources necessary to implement this plan.
 - B. Ensure academic programs meet student and workforce expectations.
 - C. Implement a transparent budgeting model that addresses university priorities and needs.
 - D. Provide professional development opportunities that empower faculty and staff success.



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Strategic Planning Action Items

1. Frostburg State University ensures students have the necessary skills to launch a successful career and be a productive and engaged citizen.
2. All graduates have multiple High Impact Learning Practices (HIPs) with a focus on internships and integrative capstone experiences.
3. Technology is seamlessly integrated into the learning and campus experience.
4. Frostburg State University supports student success through comprehensive academic and career services that are focused on the needs of students from admission through their years as alumni.
5. Frostburg State University effectively guides students in their development to achieve well-being.
6. Frostburg State University fosters regional development through increased: 1) number of graduates employed in the region; 2) number of businesses created by faculty, staff, or graduates; and, 3) number of collaborative regional development projects.
7. Frostburg State University integrates civic learning and democratic engagement into the curricular and co-curricular student experience.
8. Frostburg State University sustains a campus culture that respects differences in people and ideas, values inclusion and diversity, and promotes cultural competence.
9. Frostburg State University has a recruitment plan that incorporates student demands and regional and state workforce needs for three target groups – the high school graduate, the college transfer student, and the working adult.
10. FSU is promoted through traditional and emerging market media to the target segments identified in the recruitment plan that highlights successes, services and features appropriate to each target segment.
11. Frostburg State University's budgeting model is transparent and based on defined performance metrics with resources provided to close the gap or exceed critical benchmarks with peer institutions.
12. FSU provides professional development opportunities for its faculty and staff to ensure they are current in their respective field or area of service.



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Exhibit A

**Frostburg State University
Academic Year 2017-2018**

Undergraduate Programs

Frostburg State University offers 47 different undergraduate majors; many of which allow students to choose a specialization within a broader field of study. In addition, a major in mechanical engineering is offered in collaboration with the University of Maryland, College Park. These programs are taught by faculty assigned to one of three colleges: the College of Business, the College of Education, and the College of Liberal Arts and Sciences.

Undergraduate Majors

College of Business

Accounting

Business Administration

- finance
- general management
- hospitality management
- human resource management
- international business
- marketing
- small business/entrepreneurship

Economics

- business economics
- public policy economics
- quantitative economics

College of Education

Athletic Training

Adventure Sports Management

Early Childhood/Elementary Education

Elementary Education

- integrated arts
- language and literacy
- social science and civics
- STEM

Elementary/Middle School Dual Certification



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Exercise & Sport Science

Health & Physical Education

Recreation & Parks Management

- adventure sports
- community program delivery
- hospitality management & tourism
- therapeutic recreation

Social Science (teaching certification option)

Secondary Teacher Education (available only as a second major)

College of Liberal Arts & Sciences

Art and Design (includes teaching certification option)

- seven studio focuses

Biology (includes teaching certification option)

- molecular biology
- environmental science

Chemistry (includes teaching certification option)

- biochemistry
- professional chemistry
- traditional chemistry

Communication Studies

- conflict communication
- leadership communication
- public communication & rhetorical studies

Computer Information Systems

Computer Science

- networks

Earth Science (includes teaching certification option)

- environmental science

Engineering

- electrical engineering
- industrial chemistry
- materials engineering
- engineering management

English

- creative writing
- literature
- professional writing

Environmental Analysis & Planning

Ethnobotany

Foreign Languages & Literature (includes teaching certification option)

- French



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- Spanish

Geography

- climate system science
- global systems analysis
- mapping sciences

Health Science

History

- international history
- history of the Americas

Information Technology

- accounting
- business information technology
- computer security
- graphic arts
- mass communication

International Studies

- international business
- international development
- international economics
- international politics

Interpretive Biology & Natural History

Law & Society

- criminal justice
- legal studies

Liberal Studies

Mass Communication

- nine professional focuses

Mathematics (includes teaching certification option)

Mechanical Engineering (*in collaboration w/UMCP*)

Music (includes teaching certification option)

- instrumental performance
- music management
- vocal performance

Nursing: RN to BSN

Philosophy

Physics (includes teaching certification option)

- engineering physics
- traditional physics

Political Science

Psychology

Secure Computing & Information Assurance

Social Work

Sociology



One University. A World of Experiences.

Theatre

- acting
- design and technology
- theatrical studies

Wildlife & Fisheries

Distinctive Minors

Frostburg State University offers 47 minors. Minors require a minimum of 18 credit hours in an area of study outside the major. Minors are offered in most of the major fields. Distinctive minors (no similar majors offered) include:

College of Business

Finance
Financial Services
Management
Marketing
Small Business/Entrepreneurship

College of Education

Coaching
Health Promotion

College of Liberal Arts & Sciences

African American Studies
Animal Behavior
Art History
Cultural Anthropology
Dance
Film Studies
Fine Arts
Forestry
Graphic Design
Industrial & Organizational Psychology
Jazz Studies
Journalism
Leadership Studies
Musical Theatre
Public Relations
Sustainability Studies
Women's Studies



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Distinctive Areas of Study and Emphases

Frostburg State University offers a number of special course groupings which prepare students for different professions or graduate programs, or give students academic distinction. Each of these areas of study is fully described in each College's section of the University's catalog.

College of Business

B.S. Accounting/MBA Dual Degree

College of Education

Educational Professions
Education: P-12 Programs
Physical Therapy Preparation

College of Liberal Arts & Sciences

Addictions Counseling
Child and Family Counseling
Computer Print Graphics
Dental Hygiene Preparation
Law: Law School Preparation, Bachelors/Juris Doctor Dual Degree Program
Leadership in Psychology
Mathematical Sciences (Focus)
Medical Technology Preparation
Medicine, Dentistry, Optometry, Veterinary Medicine Preparation
Nursing Preparation
Occupational Therapy Preparation
Pharmacy Preparation
Professional Writing
Public Administration
Teaching of Writing

Graduate Degree Programs

College of Business

Master of Business Administration - MBA (online)

- Business Analytics
- Health Care Management



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- Management

College of Education

Doctor of Education in Educational Leadership - Ed.D.

- Curriculum & Instruction
- Educational Instructional Technology
- Higher Education Leadership
- PK12 Leadership

Master of Arts in Teaching – M.A.T.

- Elementary, 1-6
- Secondary, PreK-12

Master of Education – M.Ed.

- Curriculum and Instruction
 - Educational Technology
 - National Board Certification
 - Teacher Leadership
 - The STEM Elementary Teacher
- Educational Leadership
- Interdisciplinary
- Literacy Education
- School Counseling
- Special Education

College of Liberal Arts and Sciences

Master of Science

- Applied Computer Science
- Applied Ecology and Conservation Biology
- Counseling Psychology
- Nursing (online)
 - Administration Track
 - Education Track
- Nursing (hybrid)
 - Family Nurse Practitioner
 - Psychiatric & Mental Health Nurse Practitioner
- Recreation and Parks Management (online)
- Wildlife/Fisheries Biology



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Exhibit B
Crosswalk of MHEC State Plan with FSU Strategic Plan

MHEC Goals	Measures for Institutional Goals and Objectives	FSU Goals
ACCESS Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.	Strategy 1 Continue to improve college readiness among K-12 students, particularly high school students.	1
	Strategy 2 Cultivate greater financial literacy for students and families to encourage financial planning and to prepare for postsecondary education.	1
	Strategy 3 Expand efforts to cultivate student readiness, financial literacy, and financial aid for individuals outside traditional K-12 school channels.	1
SUCCESS Promote and implement practices and policies that will ensure student success.	Strategy 4 Continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions.	1, 2
	Strategy 5 Ensure that statutes, regulations, policies, and practices that support students and encourage their success are designed to serve the respective needs of both traditional and non-traditional students.	1, 2
	Strategy 6 Improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements.	1, 2, 4
	Strategy 7 Enhance career advising and planning services and integrate them explicitly into academic advising and planning.	1, 2
INNOVATION Foster innovation in all aspects of Maryland higher education to improve access and student success.	Strategy 8 Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness.	3
	Strategy 9 Strengthen and sustain development and collaboration in addressing teaching and learning challenges.	1, 2
	Strategy 10 Expand support for research and research partnerships.	3, 4
	Strategy 11 Encourage a culture of risk-taking and experimentation.	3



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Exhibit A

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Academic Year 2017-2018**

Undergraduate Programs

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- small business/entrepreneurship

Economics

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- public policy economics
- quantitative economics

College of Education

Athletic Training

Adventure Sports Management

Early Childhood/Elementary Education

Elementary Education

- integrated arts
- language and literacy
- social science and civics
- STEM

Elementary/Middle School Dual Certification



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Exercise & Sport Science

Health & Physical Education

Recreation & Parks Management

- adventure sports
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- professional chemistry
- traditional chemistry

Communication Studies

- conflict communication
- leadership communication
- public communication & rhetorical studies

Computer Information Systems

Computer Science

- networks

Earth Science (includes teaching certification option)

- environmental science

Engineering

- electrical engineering
- industrial chemistry
- materials engineering
- engineering management

English

- creative writing
- literature
- professional writing

Environmental Analysis & Planning

Ethnobotany

Foreign Languages & Literature (includes teaching certification option)

- French



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- Spanish

Geography

- climate system science
- global systems analysis
- mapping sciences

Health Science

History

- international history
- history of the Americas

Information Technology

- accounting
- business information technology
- computer security
- graphic arts
- mass communication

International Studies

- international business
- international development
- international economics
- international politics

Interpretive Biology & Natural History

Law & Society

- criminal justice
- legal studies

Liberal Studies

Mass Communication

- nine professional focuses

Mathematics (includes teaching certification option)

Mechanical Engineering (*in collaboration w/UMCP*)

Music (includes teaching certification option)

- instrumental performance
- music management
- vocal performance

Nursing: RN to BSN

Philosophy

Physics (includes teaching certification option)

- engineering physics
- traditional physics

Political Science

Psychology

Secure Computing & Information Assurance

Social Work

Sociology



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Theatre

- acting
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Small Business/Entrepreneurship

College of Education

Coaching
Health Promotion

College of Liberal Arts & Sciences

African American Studies
Animal Behavior
Art History
Cultural Anthropology
Dance
Film Studies
Fine Arts
Forestry
Graphic Design
Industrial & Organizational Psychology
Jazz Studies
Journalism
Leadership Studies
Musical Theatre
Public Relations
Sustainability Studies
Women's Studies



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Addictions Counseling
Child and Family Counseling
Computer Print Graphics
Dental Hygiene Preparation
Law: Law School Preparation, Bachelors/Juris Doctor Dual Degree Program
Leadership in Psychology
Mathematical Sciences (Focus)
Medical Technology Preparation
Medicine, Dentistry, Optometry, Veterinary Medicine Preparation
Nursing Preparation
Occupational Therapy Preparation
Pharmacy Preparation
Professional Writing
Public Administration
Teaching of Writing

Graduate Degree Programs

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Master of Business Administration - MBA (online)

- Business Analytics
- Health Care Management



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- Management

College of Education

Doctor of Education in Educational Leadership - Ed.D.

- Curriculum & Instruction
- Educational Instructional Technology
- Higher Education Leadership
- PK12 Leadership

Master of Arts in Teaching – M.A.T.

- Elementary, 1-6
- Secondary, PreK-12

Master of Education – M.Ed.

- Curriculum and Instruction
 - Educational Technology
 - National Board Certification
 - Teacher Leadership
 - The STEM Elementary Teacher
- Educational Leadership
- Interdisciplinary
- Literacy Education
- School Counseling
- Special Education

College of Liberal Arts and Sciences

Master of Science

- Applied Computer Science
- Applied Ecology and Conservation Biology
- Counseling Psychology
- Nursing (online)
 - Administration Track
 - Education Track
- Nursing (hybrid)
 - Family Nurse Practitioner
 - Psychiatric & Mental Health Nurse Practitioner
- Recreation and Parks Management (online)
- Wildlife/Fisheries Biology

Salisbury University Mission Statement 2018

Section 1: Mission and Values Statement

Salisbury University is a premier comprehensive Maryland public university offering excellent, affordable education in undergraduate liberal arts, sciences, business, nursing, health sciences, social work, and education and applied master's and doctoral programs. Our highest purpose is to empower our students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world.

Salisbury University cultivates and sustains a superior learning community where students, faculty, and staff are viewed as learners, teachers/scholars, and facilitators, and where a commitment to excellence and openness to a broad array of ideas and perspectives are central to all aspects of University life. Our learning community is student-centered. Students learn from professional educators in small classroom settings, faculty and professional staff serve as academic advisors, and virtually every student has an opportunity to undertake research or experiential learning with a faculty mentor. Through our four privately endowed Schools, the College of Health and Human Services and the Honors College, we foster an environment where individuals prepare for career and life, including their social, physical, occupational, emotional, and intellectual well-being.

The University recruits exceptional and diverse faculty, staff, and undergraduate and graduate students from across Maryland and the United States and from around the world, supporting all members of the University community as they work together to achieve institutional goals and vision. Believing that learning and service are vital components of civic life, Salisbury University actively contributes to the local Eastern Shore community and the educational, economic, cultural, and social needs of our State and nation

The core values of Salisbury University are excellence, student centeredness, learning, community, civic engagement, and diversity and inclusion. We believe these values must be lived and experienced as integral to everyday campus life so that students make the connection between what they learn and how they live. The goals and objectives of our strategic, academic, facilities, and enrollment plans, as well as our fiscal commitments, reflect our fundamental values. In addition to these principle values, the University embraces, through its shared governance bodies, the long-honored tradition of honesty and mutual regard that is and should be a defining characteristic of higher education. The "Salisbury University Promise" is a statement of integrity and respect for others to which we ask all new students to commit as a way of highlighting the University's values and expectations.

Salisbury University Mission Statement 2018

Changes to the 2014 Mission Statement and process of campus review and approval: Because Salisbury University is launching a strategic planning process in FY19 under the leadership of its new president, Dr. Charles Wight, the University's Mission and Values Statement was only modified to reflect a new campus organizational structure (addition of the Honors College and College of Health and Human Services) and to improve readability. The updated Mission and Values Statement is consistent with the goals of the *2017-2021 Maryland State Plan for Postsecondary Education*. The updated Mission statement was reviewed and approved by the University's Executive Committee (5/2/18), the Deans' Council (5/7/18), the Faculty Senate (5/8/18), and the University Governance Consortium (5/14/18). President Janet Dudley-Eshbach gave final approval on 5/23/18.

Section 2: Institutional Identity

Salisbury University is a student-centered, public regional comprehensive university focused on providing high-quality undergraduate education while supporting a growing graduate student population. The University was re-accredited by the Middle States Commission on Higher Education (MSCHE) after a 2016 Self-Study and site visit. The MSCHE commended Salisbury University for the inclusiveness of the self-study process, development of an online strategic planning and budgeting system, emphasis on a data-based approach to the Enrollment Master Plan, and establishment of a culture of assessment to improve student learning. In recent years, the University has achieved both State and national distinction among its peers and has been acknowledged as one of the best public universities in its class. This reputation extends into all areas of campus life, including our Division III athletics program. While Salisbury's athletics program consistently fields nationally competitive teams, there is an equal focus on academics for our student athletes. Our athletes consistently rank among the best, athletically and academically, in the country.

The University unites highly qualified and diverse faculty, staff, and students to create a learning community firmly grounded in a liberal arts education and preparation for rewarding careers. At Salisbury University, active learning and engaged citizenship are emphasized as is the preparation of students to pursue personal and professional education throughout their lives. One prime example of how the University's goals are aligned with those of the State can be seen through the institution's support and expansion of the Honors Program to an Honors College in 2016. The University's Honors College offers an academically enriched curriculum enhanced by many cultural events and activities for talented and high-achieving students and supports institutional and State-level student success goals.

As a predominantly undergraduate institution, Salisbury University offers degree programs in the liberal arts and sciences, applied sciences, nursing, health sciences, social work, teacher education, business, and information systems. Graduate programs are chiefly applied, with degrees offered in business, nursing, applied health physiology, applied biology, social work, education, math education, English, geographic information systems management, conflict resolution, and history with an emphasis on Chesapeake Studies (a comprehensive list of academic programs is provided in Appendix I). In response to regional and Statewide workforce

Salisbury University Mission Statement 2018

and innovation needs, the University regularly explores the potential for new programs or partnerships with other institutions and examines community demands for new or expanded undergraduate and graduate programs. For example, the recent additions of applied doctoral programs in nursing and literacy address pressing needs of our region and State. Academic programs are offered primarily on our 218-acre campus, which is highly praised for its attractive open spaces, easy pedestrian circulation, and numerous outdoor sculptures. The campus is a designated arboretum for the scientific study and public display of various species of woody and herbaceous plants. Further, University Dining Services was ranked among the top five in the nation for customer satisfaction in a recent survey of more than 450 campuses by the National Association of College and University Food Services.

The University's many partnerships with other postsecondary institutions and regional centers are excellent examples of how Salisbury University supports "equal educational opportunities for all Marylanders" (*2017-2021 Maryland State Plan for Postsecondary Education*, Strategy 4). Salisbury University collaborates with the Eastern Shore Higher Education Center (ESHEC) at Wye Mills, with the authority to offer baccalaureate and master's degrees at that location. In this venue, Salisbury University partners with Chesapeake College, Cecil College and the University of Maryland Eastern Shore. The focus of this broad partnership is to ensure that regional educational needs are met by regional institutions through articulated and collaborative programs, distance education, and other opportunities. The University is also a partner institution at the Universities at Shady Grove (USG) in Rockville, MD, where it delivers a B.S. degree in exercise science and was recently approved to offer a M.S. degree in applied health physiology. Salisbury University has also been approved to offer its B.S. in community health at the University System of Maryland Hagerstown (USMH) regional higher education center where it currently offers its M.S.W. and B.A.S.W. in Social Work. In addition to USMH, Salisbury offers these social work programs across Maryland including ESHEC, Cecil College, and the Southern Maryland Higher Education Center. In a unique partnership with the University of Maryland University College, Salisbury University also offers its M.S.W. and B.A.S.W. at Ramstein Air Force Base in Germany. The development of fully online programs, such as the M.S.W., M.B.A. and M.S. in Geographic Information Systems Management, allows the University to offer programs beyond our campus and internationally.

The University is increasingly internationally oriented and prepares its students for careers in a global economy, for graduate education, and for meeting the State's workforce needs. The University values diversity among and inclusion of all campus members, ideas, and perspectives. Opportunities to study abroad are encouraged to facilitate greater student understanding of the differences and similarities among peoples of the world. An English Language Institute provides a pathway for increased numbers of international students to enter academic programs at Salisbury University.

Founded in 1925 as a college for the preparation of teachers, Salisbury University today attracts the majority of its students to the Lower Eastern Shore from Maryland counties west of the Chesapeake Bay and Baltimore City as well as from other states and nations. Believing that a diverse community of individuals and ideas greatly enriches the campus learning environment and is critical to preparing students for life in a global society, Salisbury University makes a conscious effort to promote diversity on campus and supports activities that bring awareness and

Salisbury University Mission Statement 2018

understanding of different cultures and groups. The University created both the Office of Diversity and the Office Multicultural Student Services to develop programs and opportunities to increase the diversity of faculty, staff, and students and ensure a welcoming and open campus environment. Highly committed and diverse faculty and staff work together to generate a robust learning environment that emphasizes the sense of community and excellence that are at the core of University initiatives.

Salisbury University is the cultural center for the Eastern Shore region, providing numerous programmatic offerings within cultural affairs, theatre, music, dance, and art exhibitions that are enjoyed annually by thousands of campus and community members. Salisbury University serves and supports the Eastern Shore, its communities, and its heritage. The University's Ward Museum of Wildfowl Art has achieved accreditation from the American Association of Museums (AAM) and hosts the most comprehensive collection of wildfowl carvings in the world. The Nabb Research Center for Delmarva History and Culture is dedicated to collecting, preserving, and providing access to the oldest, continuous written records in British-speaking America as well as to the documents and artifacts illustrating the greater Delmarva region's rich historical and cultural heritage. The University's many outreach groups support the people and businesses of its region while providing community engaged-learning and service opportunities for our students, faculty, and staff.

As a vital resource and economic engine, the University promotes and supports applied and basic research, targeted outreach programs, K-16 partnerships, cultural events that are open to the community, national competitive Division III athletics, and the active engagement of faculty, staff, and students in all aspects of community life. In 2016, it was determined that the University has an annual economic impact on the local economy of \$480.5 million.

Major campus initiatives focus on the relationship between the University and its community neighbors and partners to strengthen and invigorate town/gown synergy and the regional economy. The University installed a digital billboard to keep the community apprised of upcoming campus events and encourage participation. The University regularly hosts Town-Gown Council meetings that address community issues, encourage community input and increase student engagement in the Salisbury area. The University supports various community organizations such as the Institute of Retired Persons and continues widespread outreach for individuals of all ages through its Center for Extended and Lifelong Learning (*2017-2021 Maryland State Plan for Postsecondary Education*, Strategies 8 & 11).

Section 3: Institutional Capabilities

The University has worked diligently to enhance the high quality of academic programming even in times of State fiscal constraint and without undue burden on our students and their families. Ever watchful to meet the high standards expected by our students, faculty, and other stakeholders, the institution has planned prudently for future enrollment growth and facilities improvement and expansion. Increasingly, we look to our Alumni Association and Salisbury University Foundation, Inc. Board to assist the University in raising the necessary resources to

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ensure adequate scholarships for our students, development of support for our faculty, and capital funds to support new building and renovation, such as our new Guerrieri Academic Commons, the Center for Entrepreneurship planned for downtown Salisbury, and expanded student housing south of campus.

STUDENT SUCCESS

With its strong commitment to active learning, the University will continue to recruit, support and develop outstanding faculty and staff who encourage and facilitate student participation in internships, international experiences, research, service learning, and leadership development opportunities. Salisbury University's Presidential Citizen Scholar program has earned praise for actively preparing and encouraging students to be responsible and contributing members of their local and national communities. The University's Scarborough Student Leadership Center is acknowledged as one of the first free-standing buildings in the nation dedicated to the leadership development of members of our social and honorary societies and other student groups. These activities are vital components of the collegiate learning experience and the preparation of engaged citizens.

Research, scholarship, and creative activity remain fundamental to University life and are integral to both teaching and learning. Salisbury faculty members, who are teacher/scholars engaged in both pure and applied research, are encouraged and supported to include students in research, scholarship, and creative endeavors. In support of the State's Innovation Goal and Strategies, the University has provided support for faculty to communicate their accomplishments in these areas through a web-based activity reporting solution (Digital Measures). This innovative tool supports the redesign of faculty profiles to a standard format which will allow students and external audiences to more easily identify faculty with research and service interests similar to their own. Hundreds of students present findings at the University's 20-year old annual research conference. Additionally, scores of Salisbury students present their work at professional meetings within their disciplines, the National Conference on Undergraduate Research (NCUR), case competitions, and regional Honors conferences.

The alignment of the University's own student success *Strategic Plan* goal with the *2017-2021 Maryland State Plan for Postsecondary Education* student success goal are apparent. Salisbury's Nationally Competitive Fellowships Office supports students seeking scholarships and fellowships such as Fulbright, Marshall, Rhodes, Gates, Mitchell, Goldwater, Udall, and Boren. Since its establishment in 2011, Salisbury students have won prestigious Gates Cambridge, Gilman, German Academic Exchange Service (DAAD), Environmental Protection Agency fellowships and the campus was recognized by the U.S. Department of State's Bureau of Educational and Cultural Affairs at a top producer of Fulbright students for 2017-2018. Additionally, the University created the Office of Undergraduate Research and Creative Activity (OURCA) to cultivate a vibrant environment of undergraduate scholarship through supporting faculty-student mentorships and an Undergraduate Research Fellows Program.

In fall 2016, the Academic Advising Center was established and professional academic advisors were hired to primarily assist with the advising of incoming freshmen. These new professional academic advisors utilize the Education Advisory Board's (EAB) Student Success Collaborative

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(SSC) as an early warning system to assist in course selection, selection of a major, and early indicators of academic success. Each first-year student is assigned an academic advisor to assist them with understanding degree requirements, planning coursework, and developing an understanding of opportunities available across the university. The services provided through EAB's SSC also complement services already being offered by Career Services, the Center for Student Achievement (CSA), the Writing Center, TRiO, and Residence Life. All of these services are aligned with the State's own strategies (6 and 7) which highlight mechanisms that facilitate prompt completion of degree requirements and enhance academic advising and career planning.

Salisbury University's faculty and staff have a tradition of service to the campus and meaningful engagement with students. A recent example of faculty and staff engagement and innovation is the University's first-year-student orientation which will include a civic reflection program initiated by our faculty with the aim of introducing students to the academic environment, civil discourse, the value of knowledge and the importance of struggling with and contextualizing ambiguity. Such efforts contribute enormously to the outstanding four-, five-, and six-year graduation rates and post-graduate success that Salisbury University students have achieved. Students are also supported by programs in the University's Counseling Center, Student Health Services, Center for Student Leadership and Involvement, Disability Support Services, and Multicultural Student Services. Moreover, faculty, students, and staff actively participate in the University's shared governance system.

FACULTY EXCELLENCE

Salisbury University will thrive as a premier comprehensive public institution that is recognized as a model by regional and national peers. All academic programs and curricula are the purview of the faculty, who design, deliver and regularly assess all aspects of the academic enterprise. Learning is at the heart of University life, and teaching effectiveness is a principal criterion in faculty recruitment, promotion, tenure, and merit decisions. Our annual survey of extra-instructional activity confirms the high productivity of our current faculty in terms of numerous publications, grant awards, and creative endeavors; hundreds of undergraduate research and community projects; and thousands of public service days.

ACADEMIC AND OTHER PROGRAMMING

As a comprehensive institution, Salisbury University assumes a critical role in responding to the educational, economic, cultural, and social needs of the region. There are four endowed schools at Salisbury University plus the Honors College, which was established in 2016. In July 2018, the new College of Health and Human Services began its inaugural year. Below are short descriptions of the University's academic, educational, and outreach units. A complete list of academic degrees is provided in Appendix I.

The **Fulton School of Liberal Arts**, with 12 academic departments, is the largest and most diverse of the academic divisions within the university. The Fulton School encompasses the visual and performing arts, humanities, and social sciences, and supports a broad range of academic programs aimed at developing knowledge and skills essential to professional success in

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a globalized and knowledge-based economy, including information literacy, critical thinking, and oral and written communications. The School implemented a full reform of its curriculum in 2008, revising or restructuring each of its majors and minors and deepening the learning experience by expanding most courses from three to four credit hours. By expanding opportunities for undergraduate research, service learning, internships, civic engagement, and study abroad, the reform has enabled faculty and students alike to fulfill the University's mission in ways that increasingly distinguish the Salisbury University experience both nationally and internationally. Through the University's General Education curriculum, in which the Fulton School plays a significant role, all Salisbury students have the opportunity to develop an understanding of the history and diversity of the world's cultures, including the political, economic, and cultural contours of the contemporary world. Students deepen this knowledge through completion of majors and minors in the traditional disciplines in the arts, humanities, and social sciences, and also in interdisciplinary and applied areas such as environmental studies, conflict resolution or media production. All programs recognize the importance of identifying professional goals, but all equally recognize the importance of educating the whole person for life in a complex and changing world. Its academic emphases place the Fulton School in a unique position to support programs and activities that enhance the cultural life of the University and broader community, that promote active and engaged citizenship in a democratic society, and that celebrate the diversity of cultures both globally and locally.

The Henson School of Science and Technology provides students with the knowledge and skills needed to become professionals within their disciplines and to be informed citizens on issues of science, mathematics, and technology. The School utilizes a variety of resources including inter-departmental and inter-institutional collaborations, as well as industry-sponsored and community-based learning. With dozens of state-of-the-art laboratories supporting the work of computer scientists, biologists, chemists, engineering physicists, and geologists, Henson Science Hall continues to be a hub for hands-on, experiential undergraduate and graduate research, which in turn deepens the ability of faculty in the classroom to convey the dynamic nature of scientific and mathematical disciplines. The establishment of the High Performance Computer Lab not only supports the work of the computer scientists interested in parallel computing and big data, but also the biostatisticians, meteorologists, and computational chemists who need massive computing power to unlock particularly complex solutions. The Henson School's Eastern Shore Regional GIS Cooperative, located in downtown Salisbury, provides mapping technology and support to businesses and governments alike. The wetland ecology lab at the Nanticoke River Center in Riverton, Maryland provides a unique ecological research setting. Finally, the Henson School has actively and successfully supported State and national goals for increasing STEM graduates through: supporting content mastery for pre- and in-service teachers; engaging pre-college students in STEM majors and careers through outreach programs; increasing access and support for community college students; creating excitement about our programs through more effective marketing and distinctive branding; and supporting and engaging STEM majors throughout their academic careers

The Perdue School of Business is the largest University-level center for business education and development in the region. Both the business and accounting programs are accredited by AACSB International, the world's premier business education accreditation organization. The Perdue School of Business was established in 1986 through a multimillion-dollar fund created to

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provide the Dean with resources to ensure excellence in the academic programs of the School. The Perdue School provides undergraduate and graduate academic programs that meet the highest standards of business education and provide students with the essentials for success in a globally driven environment. Curricular and co-curricular programs are designed to encourage students to develop and use critical thinking skills, demonstrate sound judgement, communicate verbally and in writing, hone interpersonal skills, and make rational decision in challenging situations. They also provide student with the ethical and motivational foundations underlying service to business, government, and the community. The Perdue School has four academic departments (Accounting and Legal Studies, Economics and Finance, Information and Decision Sciences, and Marketing and Management) and offers the Bachelor of Arts, Bachelor of Science, and Master of Business Administration (online and face-to-face) as well as a certificate in Fraud and Forensic Accounting and a two-week intensive course for SAP TERP10 certification. The Perdue School is also known for its signature Applied Business Learning Experience (ABLE) program, which links business students with internship opportunities to create real-world settings for students to apply their academic education. The School's diverse undergraduate and graduate student body is supported by a faculty balancing excellence in teaching, an outstanding record of scholarship, and service to the University and the community.

Salisbury University's entrepreneurship outreach programs have established the University as an important partner in revitalizing the businesses and industries of our region. Since 1987, Salisbury University's Franklin P. Perdue School of Business has awarded nearly \$1,000,000 in total prize money to student and community start-ups as a part of its annual entrepreneurship competitions. And with the help of a \$1 million gift by the Baltimore-based Philip E. and Carole R. Ratcliffe Foundation, since 2013, the University has awarded up to \$200,000 annually to entrepreneurs from across the Mid-Atlantic region seeking start-up funding and business mentorship as part of our Shore Hatchery competition. During last fall's event, the Ratcliffe Foundation announced a second \$1 million gift to continue the competition through 2023. The University was also were proud to serve as the first small-market site for the hit ABC show Shark Tank for two years, drawing hundreds of businesses from across the United States to audition on the campus. In the meantime, the Innovation, Entrepreneurship and Economic Development Hub was established on campus in the Perdue School of Business. "The Hub" features the work of budding entrepreneurs while providing educational programming and resources for those who have a business idea to launch. When it comes to the workforce and other needs of the State of Maryland, Salisbury University is offering our students significant and creative opportunities to excel and is producing graduates who are poised to become the economic drivers and leaders of our State in the future.

The **Seidel School of Education** is home to initial and advanced certification programs as well as additional graduate programs in education including a doctoral program in Contemporary Curriculum Theory and Instruction: Literacy. All certification programs are nationally accredited and have state approval and the doctoral program is a member of the Carnegie Project on the Education Doctorate. The Elementary Education program is offered both on main campus and at the Eastern Shore Higher Education Center. The Seidel School partners with seven regional school districts to create thirty seven Professional Development Schools or partner schools. These partnerships provide the foundation for collaborative work between experienced teachers and school leaders with Salisbury students and faculty in education, leadership, and reading to

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improve PK-12 student achievement. In addition, the Seidel School partners with the Fulton and Henson Schools to enhance opportunities for students in liberal arts and science, technology, engineering, and mathematics (STEM) areas to pursue careers in teaching. Salisbury University launching initiatives to reverse the national and regional trend of enrollment decline in teacher preparation programs, and while Elementary Education enrollment is down, our Early Childhood Education, Master in Education and Education Doctorate (Ed.D.) programs are all experiencing increased enrollments. The Ed.D. was established in fall 2014 to meet the needs of educators on the Eastern Shore and beyond for applied education in contemporary curriculum theory and literacy instruction. Since its inception, Ed.D. enrollment has more than doubled from 17 to 40 students last fall. The University also has established agreements with all Maryland school districts that have Teacher Academy of Maryland (TAM) programs, which provide all students completing TAM with three college credits and a \$500 scholarship. In our home county of Wicomico, Salisbury has hosted all four TAM programs for the day, allowing those students to attend classes and meet with faculty and Admissions. The Seidel School sponsors the nationally distinguished Riall Lecture Series in which recognized leaders in the field of education address Salisbury University students, faculty, public school colleagues, and community members. The school is housed in the 165,000 square foot Conway Hall which includes instructional spaces, as well as the Dr. Ernie Bond Curriculum Resource Center. The School supports teacher preparation and reading and literacy development for children in kindergarten through 8th grade with tutoring offered through its endowed May Literacy Center, also located in Conway Hall.

The College of Health & Human Services was launched in 2018 in response to the societal importance of and workforce demands for healthcare and human services-related graduates. The College provides high quality programs that prepare students for productive healthcare and human services careers, all of which meet national standards for excellence. The programs support undergraduate degrees in community health, exercise science, medical laboratory science, nursing, respiratory therapy, and social work; master's programs in applied health physiology, athletic training, nursing, and social work; and a doctoral program in nursing practice. The programs are distributed across three Schools: Health Sciences, Nursing, and Social Work. All programs include didactic and laboratory or practical components, as well as internships, clinical, or field experiences designed to develop profession-related competency and dispositions. Each program boasts above-average pass rates on national certification and/or state licensing exams. All program within the College are fully accredited by their respective agencies [Commission on Accreditation of Athletic Training Education (CAATE), Commission on Accreditation of Allied Health Education Programs (CAAHEP), National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), Commission on Accreditation for Respiratory Care (CoARC), Commission on Collegiate Nursing Education (CCNE), and Council on Social Work Education (CSWE)] with the exception of Community Health which has initiated the process with the Council on Education for Public Health. Social Work offers their B.A.S.W. and M.S.W. programs at satellite sites including the Eastern Shore Higher Education Center, Cecil College Northeast Campus, University System of Maryland-Hagerstown, and the Southern Maryland Higher Education Center. Grant and private funding has allowed the College to expand clinical education and develop high-fidelity simulation resources in the Richard A. Henson Medical Simulation Center. In addition, the School of Social Work established The Child and Adolescent Behavioral Health Education Initiative (CABHEI) which seeks to enhance the capacity of professionals from multiple disciplines to promote the mental health and resiliency of children

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and adolescents residing in rural locales. Two successful grant-funded programs associated with CABHEI are the Behavioral Health Integration in Pediatric Primary Care (BHIPP) Program and the Lower Shore Early Childhood Mental Health Consultations. The School of Social Work also oversees the grant-funded HOPECorps (Heroin Opioid Prevention & Education Corps) with the mission to strengthen the capacity of community organizations working to tackle the heroin and opioid epidemic in Maryland. Finally, The School of Nursing oversees The Eastern Shore Faculty Academy and Mentorship Initiative (ES-FAMI), a collaborative effort led by Salisbury University with Chesapeake College and Wor-Wic Community College which prepares experienced B.S., M.S., and D.N.P.-prepared registered nurses for new roles as part-time clinical nursing faculty.

The **Honors College** brings together high-achieving students and dedicated faculty in a small university environment, and as a result, allows motivated students to become exceptional graduates. The College recruits well over 10% of entering undergraduates each year, has dedicated housing and space on campus, and fosters close individual contact between students and faculty. Honors courses and extracurricular activities are intended to enrich and complement other educational opportunities and include Living Learning Communities, Community Engagement Projects, support for nationally competitive scholarships such as the Gates Cambridge and Fulbright, and extensive undergraduate research and creative activity. The Honors College includes the endowed Bellavance Honors Program, the School of Business Honors Program, and, soon, a Science & Mathematics Honors Program made possible with the support of a recent endowment. The Honors College has been recognized for its student-run newsletter (top in the nation) and the active role of its founding dean and students within the national and regional Honors education communities. The Honors College benefits from the leadership of the Honors College Dean and Faculty Director, instruction by visiting professors and affiliated faculty from across the campus, and dedicated scholarship and other financial resources.

The **Office of Graduate Studies and Research** supports University faculty and students so that they can be successful in graduate education, research, and scholarly activities. The Office of Graduate Studies and Research fosters a spirit of collaboration and strives to provide service excellence in research and graduate studies administration and is dedicated to development, implementation and maintenance of effective policies and procedures that create an atmosphere for success of our faculty and students. The Office of Graduate Studies and Research is responsible for all aspects of sponsored research administration and research compliance and provides the administrative home for undergraduate student research and graduate education. Since 2013, graduate student enrollment at Salisbury University has grown by 46%.

Salisbury University Libraries cultivate and sustain a superior learning community by providing user-centered services and information resources in an engaging environment dedicated to the free exchange of ideas and excellence in learning, teaching, scholarship, creativity, and service. The Libraries comprise three units: the main campus library and the Nabb Research Center for Delmarva History and Culture, both located in the state-of-the-art Guerrieri Academic Commons, and the Curriculum Resource Center. The Libraries support each student—freshman through graduate, on-site and distant—and every academic program. Librarians teach students to find the best information for their needs; collaborate with faculty on

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course assignments and instruction; serve as research advisors in online classes and in Living Learning Communities; contribute to faculty research; acquire materials appropriate to the University's needs; and promote scholarly communication and activities. The Nabb Center is the Libraries' special collections and university archives and the primary local history repository on the Eastern Shore. In addition to maintaining archives and artifact collections, it sponsors lectures and conferences, develops and hosts exhibits, and publishes a magazine and books.

The **Center for International Education** was founded in 2006 and currently includes the International Student and Scholar Services Office, the Office of Study Abroad, and the English Language Institute. The Center manages hundreds of globally mobile students incoming and outgoing each year, hosts numerous visiting Global Scholars through the J-1 Exchange Visitor program each year, and manages dozens of institutional partnerships around the world that enhance global learning on main campus in Salisbury. "The New Global Salisbury University: From Coastal Maryland to the World" was published in 2017 in partnership with the Center for International and Global Engagement (CIGE) at the American Council on Education (ACE) and charts a bold path forward for growing comprehensive internationalization at Salisbury University. The **English Language Institute's** (ELI) mission is to provide high quality English language courses and a smooth transition to U.S. culture for international students, professionals and other non-native speakers of English. Since its creation in 2010, more than 800 students and dozens of Global Scholars from around the world – averaging more than 100 each year -- have studied English in one of the ELI's three programs. More than 150 students have begun their studies in the ELI and then continued into undergraduate degree programs at Salisbury University, greatly enhancing the international diversity of academic programs throughout main campus in Salisbury, exposing Maryland students to languages, cultures, religions, and peoples from around the world.

Each of the schools and colleges at Salisbury University as well as other offices significantly contributes to the welfare of the campus and the community through outreach programs, centers, and institutes including the following entities:

- **Delmarva Public Radio** operates two public radio stations (WSCL 89.5 and WSDL 90.7) which together offer classical, contemporary, folk and jazz music; NPR and local news programming, and public affairs programming.
- The **Ward Museum of Wildfowl Art** advances the understanding of wildfowl art and the interrelationships of art, nature and culture. The educational programs, exhibits and events the Ward Museum builds greater understanding of the human relationship to the natural world. The Ward Museum is a premier educational facility for the study of material culture, living traditions, and environmental concerns for the school children, scholars, and artists who are a part of the community the museum serves and has achieved accreditation from the American Association of Museums (AAM), the highest national recognition for a museum. Accreditation signifies the Ward Museum has met and exceeded the highest standards of the museum field and is among the best institutions in the country.
- The **Institute for Public Affairs and Civic Engagement** (PACE) provides non-partisan programming to support the development of an informed, responsible citizenry and by promoting good government at the local and State levels. The University recently joined

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the Nonprofit Leadership Alliance through which PACE offers the Certified Nonprofit Professional credential.

- The **Bosserman Center for Conflict Resolution** is an internationally recognized outreach program where students, faculty and professional staff collaborate on service programs and research projects across the region, nation, and globe. In spring 2018, the United Nations Educational, Scientific and Cultural Organization (UNESCO) hosted two Salisbury students as inaugural Bosserman Fellows at their headquarters in Paris.
- The **Lower Shore Child Care Resource Center** promotes the professional development and certification of childcare providers.
- The **Eastern Shore Regional GIS Cooperative** (ESRGC) provides geographic information systems (GIS) support and training and data visualization to a wide array of agencies at the local, state, and federal level.
- The **Bacterial Source Tracking Lab** (BSTL) analyzes samples from regional waters for harmful and naturally occurring bacteria.
- The **Henson Medical Simulation Center**, established in 2011 with a \$1M naming gift, not only serves students within Salisbury University's new College of Health & Human Services, but also provides training to practicing healthcare professionals and students at UMES as well as outreach to a number of community groups.
- **Salisbury's Art Galleries and Collection** enrich the cultural environment of the University, the city, and Maryland's Eastern Shore by encouraging the appreciation and understanding of art and its role in society. The University Art Galleries is comprised of two on-campus galleries (The Electronic Gallery dedicated to new media art and the University Gallery dedicated to bringing important national and international artist's work to campus) and two off-campus galleries (a Downtown Gallery dedicated to connecting Salisbury University's mission to the community and the 303 Gallery dedicated to student artworks).
- The **Business, Economic, and Community Outreach Network** (BEACON) has a dual mission of providing Perdue School of Business students with a wide variety of experiential learning opportunities and providing our region's public- and private-sector decision-makers with the business and economic development data, information, skills and know-how they need through targeted outreach programs, applied research, trend and scenario analyses, demand forecasting, strategic planning, feasibility studies, and modeling for resource allocation, process improvement, and economic impact studies.
- A **Center for Entrepreneurship** is planned for development in downtown Salisbury supported in part by a \$5 million gift from Dave and Patsy Rommel. Currently in design, the Rommel center will provide accelerator, incubator and co-working space, paired with business support services in Salisbury's Gallery Building on Main Street.
- The Eastern Region of the Maryland **Small Business Development Center** (SBDC) is dedicated to helping establish and expand small businesses all over Maryland's Eastern Shore. Through professional training for start-up/growth ventures and its no-cost confidential business consulting service, the SBDC helps develop and refine business plans, solve problems, find sources of capital and develop strategies to support growth and profitability. The SBDC at Salisbury University has helped launch among the highest number of start-up businesses in the State of Maryland in recent years.

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Salisbury University students, faculty and staff annually contribute thousands of volunteer hours and the University hosts a number of community-engaged learning programs, including the University’s Student Chapter of the United Way of the Lower Shore, Americorps and Habitat for Humanity. The University’s Volunteer Center connects students to a variety of service opportunities on the Eastern Shore. A recent monetary impact study indicates that Salisbury University generates over \$480 million annually for the local and regional economy, an extraordinary sum that does not include such well-attended events as the Sea Gull Century, on the top 10 bicycle rides in the country, and the state-wide respiratory therapy conference.

Of special note is the upcoming National Folk Festival to be held in Salisbury in 2018 through 2020. Over 110,000 people from around the State and nation are expected to attend each year (Governor Hogan serves as co-chair of the program). The Baltimore Folk Festival will be folded into this program, and in three years, the program will result in a Maryland Folk Festival. Salisbury University is a key member of the planning team and our students, faculty, and staff will be active in supporting the Festival activities.

Section 4: Institutional Objectives and Outcomes

Salisbury University is increasingly outcomes-oriented and reports these measures to internal leadership, the State of Maryland’s governing branches and agencies, regional and specialized accrediting agencies, and other primary stakeholders. The institution is committed to a Strategic Plan and outcomes that support the State of Maryland’s objectives for higher education as stated in the *2017-2021 State Plan for Postsecondary Education: Student Success with Less Debt* as well as the Performance Accountability/Managing for Results (MFR) process and the University System of Maryland 2020 Strategic Plan, *Powering Maryland Forward*. The University’s most recent Strategic Plan, developed through a campus-wide collegial process that considered the views and perspectives of students, faculty, and staff, was launched in 2014 and reflected the spirit and emphasis of the last State Plan. The alignment between Salisbury University’s current Strategic Plan and the *2017-2021 State Plan for Postsecondary Education: Student Success with Less Debt* is outlined in the Table 1.

Table 1: Alignment of State Plan for Postsecondary Education and Salisbury University’s Strategic Plan

<i>2017-2021 State Plan for Postsecondary Education</i>	<i>Salisbury University Strategic Plan: 2014-2018</i>
Goal 1: Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.	Goal 1: Educate students for success in academics, career, and life. Goal 2: Embrace innovation to enhance the Salisbury University experience. Goal 3: Foster a sense of community on campus and at the local, national, and international level

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<p>Goal 2: Success: Promote and implement practices and policies that will ensure student success.</p>	<p>Goal 1: Educate students for success in academics, career, and life</p> <p>Goal 4: Provide appropriate programs, spaces, and resources for all members of the campus community</p>
<p>Goal 3: Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success.</p>	<p>Goal 2: Embrace innovation to enhance the Salisbury University experience</p> <p>Goal 3: Foster a sense of community on campus and at the local, national, and international level</p> <p>Goal 4: Provide appropriate programs, spaces, and resources for all members of the campus community</p>

The University responds to regional and statewide educational needs and creates specialized programs at the undergraduate, masters, and doctoral level as demand requires and resources allow. We have identified areas of growth and access issues as well as the resources needed to accommodate strategic enrollment growth, particularly in high need areas such as business, teacher education, social work, nursing practice, and STEM. Realistic enrollment plans are continually monitored and adjusted in response to State enrollment projections, yet are sensitive to present fiscal, geographic, and physical constraints. Salisbury University has been a leader in developing data analytic capabilities, and the University employs several technologies that enable data-informed decision making by campus leadership.

For instance, the University uses the Student Success Collaborative (SSC) platform produced by Educational Analysis Board (EAB), which provides detailed analytics on student success patterns and informs advising recommendations of faculty advisors as well as professional advisors in the Academic Advising Center. There is evidence that the University has increased retention rates by leveraging the capabilities of this system for advising. Salisbury also adopted EAB’s Academic Performance Solutions (APS) platform, which pulls information directly from our internal systems and enables campus leaders like deans and chairs to evaluate information on enrollment trends, DFW and course fill rates, departmental cost trends, and a variety of other useful analytics. For instance, the University is using APS to detect increases in DFW rates in certain courses, which has led to new approaches and curricular recommendations to reverse the trend. Foremost, Salisbury University is unwavering in its dedication to enhance its reputation for excellence in education and student development. Increasing the University’s State funding would help to bolster growth and support student access through increased need-based scholarship awards and, more importantly, would allow the University to do what it does best – effectively and efficiently produce skilled graduates to successfully enter Maryland’s workforce and be actively engaged in community life. Evidence of the University’s positive outcomes is demonstrated by our numerous professional and regional accreditations and national rankings.

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Salisbury University's current strategic goals and objectives are given below and our results to date are summarized in the attached 2018 Strategic Plan Report (Appendix II).

Goal 1: EDUCATE Students for Campus, Career, and Life

Focus Area 1: Academic Programming

1.1: Evaluate entire curriculum, including General Education and existing majors, to determine whether the curriculum continues to meet the demands of the contemporary workforce and an increasingly diverse student body.

1.2: Produce graduates with strong digital citizenship skills, including digital access, literacy, etiquette, health and wellness, and online security.

1.3: Create a Center for Student Academic Engagement.

1.4: Provide high-quality graduate programs and course offerings in formats suitable, convenient, and relevant to students and faculty and aligned with workforce needs.

1.5: Support a vibrant Honors Program that becomes integral to the entire campus.

Focus Area 2: Recruit and Retain a Diverse Group of Students

1.6: Implement Enrollment Master Plan.

1.7: Fully support programmatic initiatives for retention, including the Center for Student Achievement and the Writing Center, Living Learning Communities, Math Placement initiatives, TRiO programs, and mid-semester reporting and advising initiatives.

Focus Area 3: International Students and Study Abroad

1.8: Create an engaged global learning environment in which all students develop international and cross-cultural skills and an enhanced global consciousness in order to thrive as professionals, citizens, and individuals in an increasingly interdependent world.

Focus Area 4: Recruit, Support, and Retain Faculty

1.9: Recruit, support, and retain high-quality teacher-scholars with the knowledge and skills to direct students in the increasingly knowledge-based economy.

1.10: Grow support for faculty scholarship, research, and creative activities.

Focus Area 5: Student Advising Process

1.11: Assess whether the current student advising process continues to be effective and implement any recommended changes to ensure Salisbury University offers the highest

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quality academic advising.

Goal 2: EMBRACE Innovation of the Salisbury University Experience

- 2.1: Construct and open the new Academic Commons.
- 2.2: Create the Office of Innovation in Teaching and Learning.
- 2.3: Ensure that innovative programs such as satellite campuses maintain the same quality as the home campus.
- 2.4: Continue to encourage and support an entrepreneurial spirit in our faculty, including working with fellow USM offices and potential partners outside the University setting.

Goal 3: FOSTER Community

- 3.1: Fair Practices: Design, develop, implement, and evaluate programs/plans and services in support of fair practices, equal employment and educational opportunity to foster a more equitable, diverse, and inclusive campus community. Continue to enhance SU policies, procedures, and education to ensure legal and regulatory compliance.
- 3.2: Diversity: Improve the representation of women and minorities at all levels of the organization and integrate people with disabilities and veterans by driving talent acquisition and management practices to achieve results.
- 3.3: Inclusion: Create an inclusive work environment that fosters creativity and innovation while promoting engagement through awareness and inclusive leadership skills training.
- 3.4: Communications: Ensure that Fair Practices, Diversity, and Inclusion initiatives, actions, and results are transparent to all key stakeholders.
- 3.5: Internal and External Relations: Engage various external stakeholder groups that support and serve Salisbury University's values and interests. Enhance the participation of the Consortium Committee on Diversity and Inclusion and convene the group to receive input on initiatives and practices.
- 3.6 Training and Development: Continue to build upon training opportunities campus-wide on Fair Practices, Diversity, and Inclusion topics. Offer continuous training opportunities on Diversity and Inclusion, Title VII, Title IX, and other relevant topics; continue identifying and facilitating training for to all key stakeholders.
- 3.7: Accountability: Hold campus community accountable for Fair Practices, Diversity, and Inclusion goals and objectives.

Salisbury University Mission Statement 2018

3.8: Continue to improve town/gown relationships. Salisbury University's campus community will continue to work to improve town/gown relationships.

3.9: Build upon more Salisbury University "traditions" and provide opportunities to develop affinity groups so students will connect and maintain the connection as alumni.

3.10: Determine whether Salisbury University's Police Department has the adequate resources and support to ensure campus safety.

3.11: Develop mechanisms to support student identity, inclusiveness, engagement, and success.

Goal 4: PROVIDE Appropriate Programs, Spaces, and Resources for All Members of the Campus Community

Focus Area 1: Financial Resources

4.1: Seek increases in state appropriations and tuition revenue to meet existing needs. Maximize auxiliary opportunities for additional revenue resources to meet existing and future growth needs.

4.2: Continue to work with the Salisbury University Foundation to support the goals and objectives of Salisbury University.

4.3: Increase the transparency of budget and resource allocation across the University.

Focus Area 2: Recruiting, Retaining, and Supporting Staff

4.4: Continue to recruit, retain, and support high quality staff across campus.

Focus Area 3: Spaces

4.5: Develop and implement the next Facilities Master Plan, including adding additional academic space and upgrading of athletic and recreational facilities.

Focus Area 4: Information Technology and Web Development

4.6: Ensure Information Technology and Web Development Office have sufficient resources to support growing technological needs of the campus.

4.7: Explore products to move faculty tenure, promotion, and reporting process to an online environment.

4.8: Move all University documents to electronic formats, including academic and non-academic forms.

Salisbury University Mission Statement 2018

Appendix I: Salisbury University's current degree programs and certificate offerings.

Fulton School of Liberal Arts	
Bachelor of Arts Art Communication Arts Conflict Analysis and Dispute Resolution English ESOL/K-12 Certification (English to Speakers of Other Languages) Environmental Studies French History Interdisciplinary Studies International Studies Music Philosophy Political Science Psychology Sociology Spanish Theatre	Bachelor of Fine Arts Bachelor of Science Interdisciplinary Studies Master of Arts Conflict Analysis and Dispute Resolution English History Post-Baccalaureate Certificate Teaching English to Speakers of Other Languages (TESOL)
College of Health and Human Services	
Bachelor of Arts in Social Work Bachelor of Science Community Health Exercise Science Medical Laboratory Science Nursing Respiratory Therapy Master of Science Applied Health Physiology Nursing	Master of Science in Athletic Training Master of Social Work Doctor of Nursing Practice Post-Baccalaureate Certificate Health Care Management Post-Doctorate of Nursing Practice Certificate of Completion Family Nurse Practitioner
Henson School of Science and Technology	
Bachelor of Science Biology Dual Degree: Biology/Env. Science Chemistry Computer Science Earth Science Geography Mathematics Physics Dual Degree: Engineering Transfer Urban and Regional Planning	Master of Science Applied Biology Geographic Information Systems Management Mathematics Education

Salisbury University Mission Statement 2018

Perdue School of Business

Bachelor of Science

Accounting
Business Economics
Finance
Information Systems
International Business
Management
Marketing

Bachelor of Arts

Economics

Master of Business Administration**Upper-Division Certificate**

Fraud and Forensic Accounting

Seidel School of Education

Bachelor of Science

Early Childhood Education
Early Childhood/Elementary
Education Double Major
Elementary Education
Physical Education

Post-Master's Certificate

Advanced Study in Educational
Leadership
Successful Completion in Educational
Leadership
Literacy Educator

Master of Arts in Teaching**Certification Tracks****Master of Education**

Curriculum and Instruction
Educational Leadership
Reading Specialist

Bachelor of Arts 7-12
English
History
Bachelor of Science 7-12
Biology
Chemistry
Earth Science
Mathematics
Physics

Master of Science

Mathematics Education

Bachelor of Arts P-12
French
Music
ESOL
Spanish

Doctorate of Education

Contemporary Curriculum Theory
and Instruction: Literacy

Post-Baccalaureate Certificate

Higher Education



Strategic Plan 2014-2018

Highlights and Accomplishments • 2018

GOAL 1: EDUCATE Students for Campus, Career and Life

ACADEMIC PROGRAMMING

- Developed new undergraduate programs:
 - ▲ Business Economics
 - ▲ International Business
 - ▲ Urban and Regional Planning
- Expanded undergraduate programs to regional centers:
 - ▲ Social Work
- Worked with the Nonprofit Leadership Alliance to launch a co-curricular Nonprofit Leadership Certification program through the Institute for Public Affairs and Civic Engagement (PACE) in fall 2017.
- Created a College of Health and Human Sciences Services:
 - ▲ Hired transitional dean with a formal launch planned for summer 2018.
 - ▲ The CHHS will include three schools:
 - School of Nursing
 - School of Social Work
 - School of Health Sciences (Applied Health Physiology, Athletic Training, Community Health, Exercise Science, Medical Laboratory Science, Respiratory Therapy, Fitness and Wellness course)
- Evaluated the development of a new model for General Education:
 - ▲ Developed student learning goals and outcomes.
 - ▲ Utilized faculty working groups to explore various curricular models of General Education.
 - ▲ Developed a Model for General Education that will be further refined and voted on with an anticipated completion date of June 2018.
- Created Nationally Competitive Scholarship Program:
 - ▲ Established an Office of Nationally Competitive Fellowships with a director and assistant director appointed.
 - ▲ Expanded activities to assist students with the holistic fellowships process.
 - ▲ Secured 4 Fulbright scholarships and 8 semi-finalists from 38 applicants between 2016-2018.
 - ▲ Assisted over 45 students with applications for National Fellowships by February 2018.
 - ▲ Ranked as 2017-2018 Top Producer of Fulbright Students by *The Chronicle of Higher Education*.
- Created the Office of Undergraduate Research and Creative Activity (OURCA) to cultivate a vibrant environment of undergraduate scholarship through supporting faculty-student mentorships:
 - ▲ Established the Undergraduate Research Fellows Program.
- Provided high-quality graduate programs and course offerings in formats suitable, convenient, and relevant to students and faculty and in line with workforce needs:
 - ▲ Increased graduate enrollment to 10.7% of the student body in fall 2017.
 - ▲ Admitted first cohort of students to the Ed.D. in Contemporary Curriculum Theory and Instruction: Literacy in fall 2014. Currently, 40 students are enrolled.
 - ▲ Developed and expanded several graduate programs, including:
 - Master of Science in Geographic Information Systems Management – offered completely online
 - Master of Business Administration – offered completely online
 - Master of Science in Athletic Training
 - Master of Social Work – expanded to additional regional centers and Germany and offered completely online
 - Post-Master Certificate and Certificate of Advanced Study in Educational Leadership



(Continued)

GOAL 1: continued

- Supported a vibrant Honors Program that becomes integral to the entire campus:
 - ▲ Established an Honors College in 2016, which served 504 undergraduate students in fall 2017.
 - ▲ Expanded to include Honors courses in all four schools, with more than 75 faculty members across campus mentoring Honor's thesis projects.
 - ▲ Grew the Honors College endowment from \$211,000 to more than \$700,000, including more than \$100,000 in additional support in scholarship-specific endowments and \$300,000 for the Henson Honors Program in Science and Mathematics.

RECRUITMENT AND RETENTION OF STUDENTS

- Implemented Enrollment Master Plan:
 - ▲ Maintained enrollment goals with only a .6% change over the most recent five-year period.
 - ▲ Increased enrollment from students of diverse backgrounds by 19%.
 - ▲ Increased graduate enrollment by 35%.
 - ▲ Increased institutional financial aid by \$4.2 million.
 - ▲ Increased four-, five- and six-graduation rates for each of the last three cohorts.
- Assessed student advising process and implemented recommended changes:
 - ▲ Established the Academic Advising Center in Blackwell Hall in fall 2016 and hired five professional academic advisors to primarily serve incoming freshmen.
 - ▲ Implemented the EAB Student Success Collaborative (SSC) platform in fall 2014.
 - ▲ Created curriculum guides for each undergraduate major.
 - ▲ Conducted targeted outreach through the SSC, including reminders to register for 15 credits, utilization of the new 7-week course offerings and encouragement to apply for scholarships.

INTERNATIONALIZATION

- Hired a director of international enrollment.
- Completed a two-year self-study, the Internationalization Laboratory, with the American Council on Education to find solutions to plateauing international growth.
- Created a 3+1 program in Interdisciplinary Studies and 2+2 program in Economics with Anqing Normal University in China.
- Created a 2+2 articulation agreement with the Center for Advanced Studies in Tokyo and Yangon.
- Integrated curricula at SU with programs at universities in Spain, Ecuador, France, China, Costa Rica and the Global Experiences Internships program (in nine countries).
- Increased the number of degree-seeking international undergraduate students by 55% between fall 2013-2017.
- Increased the number of students studying abroad for an entire semester or year by 19% between fall 2013-2017.

RECRUITMENT, SUPPORT AND RETENTION OF FACULTY

- Restructured New Faculty Orientation to include development experiences throughout the fall semester.
- Launched Faculty Learning Communities.
- Established Civic Engagement Across the Curriculum faculty seminar, which has led to the development of civic engagement modules for more than 25 different courses.
- Created Research Excellence Awards, launched in fall 2017
- Continued to award Faculty Mini-Grants and established Faculty Summer Mentoring Fellowship Program.
- Implemented a new electronic research administration program to support faculty grants and research, and provided IRB training to all four schools, Honors and OURCA.



GOAL 2: EMBRACE Innovation of the Salisbury University Experience

FACILITIES AND REGIONAL CENTERS

- Constructed and opened the new Academic Commons.
 - ▲ Opened the Patricia R. Guerrieri Academic Commons in fall 2016. The 221,000 square foot building was the largest construction project since the campus was founded in 1925.

- Ensured that innovative programs such as satellite campuses maintain the same quality as the home campus:
 - ▲ Mapped curriculum, developed a matrix of support services and targeted outreach to the regional higher education centers.
 - ▲ Added part-time administrative assistants at the Eastern Shore Higher Education Center (ESHEC) and Hagerstown.

- ▲ Added full-time faculty at ESHEC to coordinate the Elementary Education Program.
- ▲ Added second full-time faculty member at the Universities of Shady Grove - Exercise Science, Cecil - Social Work and Hagerstown- Social Work.
- ▲ Added a full-time professional advisor at Hagerstown, who assists students at all satellite sites.



GOAL 3: FOSTER Community

DOWNTOWN ENGAGEMENT

- Developed conceptual design for the Downtown Center for Entrepreneurship.
- Opened a new Downtown Campus Gallery in the Galleries Building in fall 2017.
- Awarded two USDA Rural Business Development Grants for Economic Development Listening Tours and Architectural Design.

- Received a \$5.5 million dollar gift to benefit the Downtown Center for Entrepreneurship.
- Began the request for proposal planning process for the construction of the Downtown Center for Entrepreneurship.
- Developed popup activities in addition to 3rd Friday events and naming opportunity tours.

SERVING THE COMMUNITY

- Established the Center for Extended and Lifelong Learning (CELL) to provide professional and leadership development programs that connect the community and University.
- Fostered community programs and collaborations in the Entrepreneurship, Innovation and Economic Development Hub.
- Assisted the community through the involvement of more than 500 Honors students participating in a community engagement projects, including an adult literacy program and a project encouraging children's involvement and understanding of science.



GOAL 4: PROVIDE Appropriate Programs, Spaces and Resources for All Members of the Campus Community

FINANCIAL RESOURCES

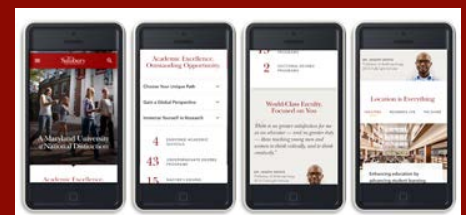
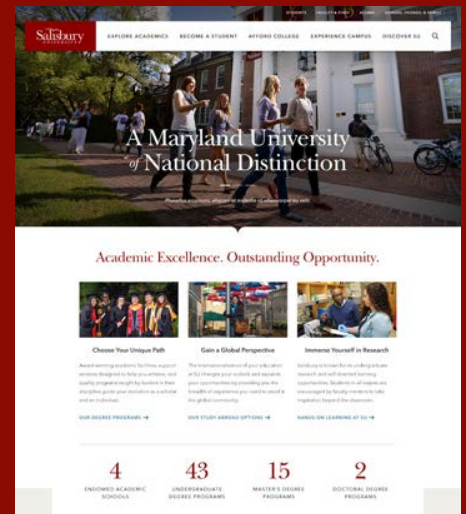
- Increased the percentage of students who receive scholarship support from the Foundation:
 - ▲ 2012-2013: 326 scholarship recipients
 - ▲ 2015-2016: 405 scholarship recipients
 - ▲ 24.2% increase since base year of 2012-2013
- Implemented a decentralized budget process for FY17 and created a budget enhancement process. Utilization of the Strategic Planning and Budget Committee to connect budgeting to strategic planning.
- Performed annual salary studies with Human Resources to monitor progress, establish appropriate hiring ranges and provide reports for equity reviews. Currently using market-based ranges and percentiles for decision making, from 2014 to 2017 there was a 6% increase in overall exempt staff pay (of salaries starting at the market median and higher).

FACILITIES PLANNING

- Completed the Facilities Master Plan and currently in the implementation stage. Progress made on several major projects, including:
 - ▲ Academic Commons
 - ▲ Fieldhouse and Athletic Fields
 - ▲ Tennis Complex
 - ▲ Nanticoke River Center
 - ▲ Residence Hall renovations, to be completed in summer 2018
 - ▲ Simulation Center, extra unit added and renovated
 - ▲ Court Plaza and Temple Hill properties acquired and planning phase begun
 - ▲ Gallery Building projects (e.g., Entrepreneurship Center, ESRGC and Downtown Gallery)
- Secured funding for high performance computer lab in Henson Science Hall.
- Planning underway for new 3D Arts Center in Tri-State Engineering Building on East Campus and Department of Psychology laboratory facilities in space vacated by Nabb Center.

WEBSITE REDESIGN

- Received a \$350K enhancement request to proceed with Content Management System and website redesign project.
- Conducted robust research about the University website utilizing online surveys and interviews with students, faculty, staff, donors, alumni, community members.



Read the entire Strategic Plan 2014 2018 at: www.salisbury.edu/president/strategicplanning

Salisbury
UNIVERSITY
A Maryland University of National Distinction

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Appendix I: Salisbury University's current degree programs and certificate offerings.

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Bachelor of Arts in Social Work Bachelor of Science Community Health Exercise Science Medical Laboratory Science Nursing Respiratory Therapy Master of Science Applied Health Physiology Nursing	Master of Science in Athletic Training Master of Social Work Doctor of Nursing Practice Post-Baccalaureate Certificate Health Care Management Post-Doctorate of Nursing Practice Certificate of Completion Family Nurse Practitioner
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Bachelor of Science Biology Dual Degree: Biology/Env. Science Chemistry Computer Science Earth Science Geography Mathematics Physics Dual Degree: Engineering Transfer Urban and Regional Planning	Master of Science Applied Biology Geographic Information Systems Management Mathematics Education

**Salisbury University Mission Statement
2018**

Perdue School of Business

Bachelor of Science

- Accounting
- Business Economics
- Finance
- Information Systems
- International Business
- Management
- Marketing

Bachelor of Arts

- Economics

Master of Business Administration

Upper-Division Certificate

- Fraud and Forensic Accounting

Seidel School of Education

Bachelor of Science

- Early Childhood Education
- Early Childhood/Elementary
- Education Double Major
- Elementary Education
- Physical Education

Post-Master's Certificate

- Advanced Study in Educational Leadership
- Successful Completion in Educational Leadership
- Literacy Educator

Master of Arts in Teaching

Certification Tracks

- Bachelor of Arts 7-12
 - English
 - History
- Bachelor of Science 7-12
 - Biology
 - Chemistry
 - Earth Science
 - Mathematics
 - Physics
- Bachelor of Arts P-12
 - French
 - Music
 - ESOL
 - Spanish

Master of Education

- Curriculum and Instruction
- Educational Leadership
- Reading Specialist

Master of Science

- Mathematics Education

Doctorate of Education

- Contemporary Curriculum Theory and Instruction: Literacy

Post-Baccalaureate Certificate

- Higher Education

Towson University Mission & Strategic Plan

I. Summary Mission Statement

Towson University (TU) fosters intellectual inquiry and critical thinking, preparing graduates who will serve as effective, ethical leaders, and engaged citizens in a diverse society. Through a foundation in the liberal arts, an emphasis on rigorous academic standards, a commitment to equitable **access** and **student success**, creation of small and inclusive learning environments, and an exemplary faculty who embrace a teacher-scholar model the university is focused on providing a collaborative, diverse, **innovative**, interdisciplinary and interprofessional atmosphere; and excellence in teaching, leadership development, civic engagement, and applied and sponsored research opportunities at the undergraduate and graduate levels. Graduates leave Towson University with the vision, creativity, and adaptability to craft solutions that enrich the culture, society, economy, and environment of Maryland, the region, and beyond.

Description of the Review and Approval Process

During this latest review of the Mission no major changes were made to the scope or institutional identity of TU. The primary addition was the crosswalk that links the Mission content to the revised *2017-2021 State Plan for Postsecondary Education: Student Success with Less Debt*. Statements emphasizing TU's commitment to the *State Plan's* goals were added or strengthened. Other changes focus on updating terminology and division/unit names. The document was revised by constituents across each of TU's divisions and reviewed and approved by various shared governance bodies, including the University Senate and President's Council.

The President's Chief of Staff met with the Vice Provost, the Vice President for Diversity and Inclusion, and Chair of the University Senate on February 27th. The Mission was reviewed and decisions were made as to what division would draft revisions to which portions of the Mission. It was determined that Academic Affairs (AA) would coordinate the review process. A writing team was assembled by the Provost and Executive Vice President for Academic Affairs to draft revisions to Sections I, II (colleges were asked to review the college specific content), III, and portions of Section IV (*Introduction, Academic Excellence and Student Success, A*

Model in Higher Education ...). [Other sections of Section IV were reviewed by each of the assigned Vice President]. The AA writing team consisted of a Dean, Co-Chair of the Counsel of Chairs, and the Chair of the University Senate.

The Vice Provost collated all suggested edits into one document that was reviewed by the Provost, Provost's and Deans' Council on March 1, 2018, ahead of being shared with the President's Council on April 13, 2018. It was also reviewed by the University Senate on May 7, 2018. The additional edits made based on feedback from USM were submitted for review by the Provost's and Deans' Council as well as the University Senate Chair on July 27, and the President's Council on July 30, 2018. The President's Council approved the revisions on August 1, 2018.

II. Institutional Identity

Towson University, founded in 1866 as the Maryland State Normal School, offers nationally recognized undergraduate and graduate programs in the liberal arts, sciences, arts, and applied professional fields. TU is Maryland's largest comprehensive university and a major contributor to the state's qualified workforce. As a productive, research-oriented educational institution, it provides students with extraordinary opportunities to work with faculty in exploring significant issues and generating knowledge to mitigate societal problems. President Kim Schatzel leads the university with her Executive Division which includes eight Vice Presidents and the Director of Athletics. The Provost and Executive Vice President is responsible for the Division of Academic Affairs which includes six academic colleges (College of Business and Economics with six departments; College of Education with six departments, College of Fine Arts and Communication with seven departments; College of Health Professions with five departments; College of Liberal Arts with ten departments; Jess and Mildred Fisher College of Science and Mathematics with five departments), the Albert S. Cook Library, School of Emerging Technologies, Office of the Provost, Office of Academic Innovation, and related units and departments.

TU is recognized by the Carnegie Foundation as a university acknowledged for its community engagement, outreach, and partnerships. The university capitalizes on its location by providing varied and distinctive opportunities for students, staff and faculty through leadership, cooperation, and service. Members of TU engage in a range of scholarly,

entrepreneurial, innovative, and collaborative activities that invigorate the university's outreach to community members, government, health care, sport organizations, non-profit groups, education, business, and arts and communication. The university's intercollegiate athletics builds campus community, provides leadership opportunities for student-athletes, and helps develop and sustain a wider network of institutional a network of colleagues, mentors, and friends.

The university's longstanding commitment to creating an accessible and inclusive campus is advanced by policies and practices that promote the recruitment and retention of students, staff, and faculty who reflect local, regional, national, and global diversity. Curricular and co-curricular programming supports this ongoing commitment to diversity and inclusion.

As a large and complex learning community, the university offers rigorous undergraduate and graduate programs. The undergraduate curriculum promotes the intellectual skills essential to:

- communicate effectively,
- gather and evaluate information,
- think critically and meaningfully,
- evaluate and use technology effectively,
- embrace diverse identities, experiences, and perspectives,
- make informed ethical choices, and
- be an engaged and contributing citizen

These skills are grounded in the university's long-standing commitment to a strong liberal arts education that emphasizes an understanding of how the arts and sciences gather, create, evaluate, and apply information to reach valid conclusions. The Core Curriculum, combined with focused study in a chosen discipline and a commitment to students' co-curricular experience, serves to develop intellectual and social abilities that will guide students as contributing members of the workforce and of a democratic society.

Current masters and applied doctoral programs build on the strengths of the university in areas that are fundamental to the development and vigor of the institution. These programs also serve the state through critical research that informs business, health care, and educational practices. The goal of these programs is to prepare ethically and globally minded professionals who are innovative leaders in their fields.

Institution priorities for academic program development will remain at the undergraduate, masters, and applied doctoral levels in areas of strength and identified state work force need and citizen interest. Student debt is a concern of Maryland's citizens. Current curricular and co-curricular initiatives to address student financial literacy as a method to decrease student debt will be expanded by Academic Affairs in collaboration with the Division of Student Affairs and the Division of Administration and Finance.

The six colleges that define the fields of study at Towson University include:

The College of Business and Economics develops high quality and innovative programs and resources, connects individuals to opportunities and theory to practice in curricular, co-curricular, and research activities, and transforms students who will have a positive impact within Maryland and beyond.

The College of Education (COE) is recognized as Maryland's preeminent institution for educator preparation as well as a national model for professional preparation. Towson University has a distinguished history in the preparation of classroom teachers, school leaders, and education specialists. COE offers a comprehensive slate of high quality, performance-based, professional education programs for the initial and advanced preparation of teachers and education specialists. The majority of graduates from COE enter schools as teachers, school leaders, and specialists.

The College of Fine Arts and Communication's combination of a broad liberal arts education and specialized professional training creates highly motivated graduates who have both the professional preparation and theoretical framework to take risks while pursuing their artistic, scholarly, and professional ambitions. Students experience a challenging and responsive environment, which supports creative and scholarly exploration with an emphasis on quality, integrity and personal expression. The college seeks to engage the future by fostering interdisciplinary work, welcoming diversity in people and ideas, building collaborations with the community, and continually challenging boundaries. Recognized as a thriving arts center for Towson, Baltimore, and Maryland, the College of Fine Arts and Communication provides educational opportunities,

performances, screenings, and exhibitions that inform, challenge, and inspire.

The College of Health Professions provides outstanding graduate and undergraduate interprofessional education as it prepares lifelong learners and leaders who exhibit high ethical standards and professional, inclusive behaviors. Students participate in a rich array of applied experiences that complement their academic coursework, including via the Institute of Well-being, which provides a wide variety of experiential learning activities that foster engagement with community partners to promote health and well-being and work with faculty as they advance knowledge through implementation of innovative, evidence-based practice, and applied research.

The College of Liberal Arts (CLA) houses departments and programs that explore what it means to be human, how people construct identities and institutions, and how individuals and groups interact over time — in communities, in cultures, and in nations. The majors and programs in CLA provide students with opportunities for in-depth learning and experience in a particular field or profession. In addition, the common abilities developed through courses in CLA align well with those identified as desirable for successful careers: critical thinking, effective writing, global awareness, attentiveness to the ideas and beliefs of others, and self-direction. Through its contributions to the Core Curriculum, the college seeks to enhance such abilities in all Towson University students.

The Jess and Mildred Fisher College of Science and Mathematics offers undergraduate and graduate programs in the physical, biological, mathematical, and computational sciences, with a goal of increasing **student success** through improved student retention, persistence, and time-to-graduation, while simultaneously maintaining rigorous academic standards. The FCSM provides an unusually large number of opportunities for authentic research experiences for all undergraduate and graduate students, led by a research-active faculty of successful teacher-scholars. The college hosts numerous Science, Technology, Engineering, and Mathematics (STEM) education and outreach programs including Towson UTeach — Towson University's path to becoming a high school science or mathematics teacher; STEM education for future early childhood, elementary, and middle school teachers; and the Towson University Center

for STEM Excellence located at the Columbus Center at Baltimore's Inner Harbor.

III. Institutional Capabilities

A Masters (Comprehensive) University I by Carnegie Classification Towson University continues to expand its regional and national reputation through its focus on **access** and **student success**; innovative programs and pedagogies; faculty creativity and scholarship; applied and sponsored research; community engagement; civic engagement; and outreach to business, education, non-profit, and health care organizations.

TU's organization evolves to support the focus on each of the above areas. As noted in the organizational chart in Appendix A, the university is led by President Kim Schatzel and her Executive Division which includes eight Vice Presidents and the Director of Athletics. The Provost and Executive Vice President supports tenure-track faculty, tenured faculty, clinical faculty, lecturers, and adjuncts in their teaching and scholarship, research and creative activities. The Provost, other Vice Presidents, and the Athletic Director engage with staff and the faculty to ensure the goals and objectives described within this document are achieved.

The Division of Academic Affairs (which includes the colleges and offices described in Section II) supports first-generation, low-income students through a comprehensive financial aid program. TU provides about 27 million dollars in financial aid (18.2% of undergraduate tuition), of which 58.9% is need-based. Only two other USM schools provide a higher percentage of need-based (Coppin State at 59.4% and Frostburg State at 61.3%). TU will continue to review financial aid policies with the goal to reduce student debt. Academic **student success** initiatives for all students are led by the Academic Advising Center and are driven by best practices. Innovative programs and pedagogies, are supported through the TU Office of Academic Innovation (OAI), often in partnership with the William E. Kirwan Center for Academic Innovation at the USM. Faculty creative activities, research, and scholarship are supported by the Office of Sponsored Programs and Research (OSPR), under new leadership.

The other divisions of the university are key partners with Academic Affairs. The Division of Student Affairs leads in the community and civic engagement areas, and the newly-named Division of Strategic

Partnerships and Applied Research (formerly Division of Innovation and Applied Research) provides leadership in outreach to businesses and developing partnerships. The latter effort is the chief goal of the President's *BTU* initiative – Baltimore-Towson University partnerships.

The newly-established Office of Inclusion and Institutional Equity is taking a critical university-level leadership role in furthering TU's commitment to diversity, inclusion, and equity. The office promotes a university community that models respect, civility, and inclusion. It enriches the educational experience of students, and supports a positive workplace. In addition, the office supports the university's ironclad commitment to an environment free from sexual misconduct, discrimination, harassment, hate and bias.

TU's faculty members actively pursue advanced research and creative activities encompassing the scholarship of discovery, teaching, integration, and application even as they emphasize superior teaching. Through research and peer-reviewed dissemination at the state, national, and international levels, faculty members contribute to knowledge, understanding, and expression within their specific fields, as well as to the comprehension of interrelationships between ideas and the challenges of implementation.

TU is an integral partner with the state's community college system. Approximately half of TU's baccalaureate degrees are awarded to students who have transferred from other institutions, primarily Maryland community colleges. The university provides access for this robust and growing transfer student population, emphasizing relevant programs, rapid integration, and successful degree completion and career preparation to serve both student and workforce needs. TU will maintain a wide range of baccalaureate programs and it will further develop graduate education, particularly in the applied fields.

As TU has grown, it has maintained its commitment to student-centered experiences that include frequent engagement with faculty and librarians, creative course formats, and interactive learning. An emphasis on students guides the university's master plan and has shaped substantial modification to and growth of the academic precinct in the recent past, as it will during the coming decade. The master plan includes a new science complex currently under construction, a new building to house the health professions, an expansion of the University Union, and other spaces

providing access to intensive educational engagement and active student organizations.

Towson University will maintain a wide range of rigorous baccalaureate programs that serve the state's needs, including a number of programs that have achieved national and even international recognition. For example, the undergraduate program in cyber-operations is designated as a Center of Academic Excellence by the National Security Agency, and the undergraduate program in Actuarial Science is a Center of Actuarial Excellence, named by the Society of Actuaries. The TU undergraduate e-Business degree is the USM's only degree of its kind. TU will also further develop graduate education, particularly in those applied fields that are critical to the state. Recent examples are master degrees in Marketing Intelligence, Actuarial Science and Predictive Analytics, and a post professional clinical doctoral degree in occupational therapy.

IV. Institutional Objectives and Outcomes

Objectives

In keeping with its *2020 Focused Vision*, the *University System of Maryland Strategic Plan*, and the *2017-2021 Maryland State Plan for Postsecondary Education: Student Success with Less Debt*,

Towson University is committed to:

- Rigorous undergraduate and graduate education
- Expanded interdisciplinary and co-curricular experiences
- An inclusive and diverse campus that provides equal educational opportunity for all
- Innovative community outreach to meet societal needs
- The University Library as a center for intellectual inquiry
- Quality professional development for faculty and staff

TU's undergraduate and graduate student learning outcomes include:

- Information literacy and technological competency
- Effective communication
- Critical analysis and reasoning
- Specialized knowledge in defined fields
- Experiential learning in multifaceted work environments

- Appreciation of diverse identities, experiences, and perspectives
- Local and global citizenship and leadership

TU2020 is the evolution of Towson University's two previous strategic plans, TU2010 and TU2016 and focuses the action items into the following eight institutional priorities.

Academic Excellence and Student Success: Towson University's top priorities, academic excellence and **student success**, are dependent on the scholarship, teaching, and mentorship of faculty and academic staff. Towson University regularly reviews curricular and co-curricular offerings to ensure students have outstanding educational experiences and opportunities. Furthermore, TU monitors and evaluates **student success** metrics with the aim of continuous improvement through programs such as "Just-in-Time advising" and the data analytics program, "Student Success Collaborative."

Support the university's outstanding faculty.

- Foster, advance, and document innovative faculty research, scholarship, and creative enterprises that complement current knowledge in the field and lead to superior teaching through centralized services offered by the Faculty Center for Academic Excellence, a Presidential Priority, as well as college-wide and department level initiatives for all ranks of faculty.
- Cultivate more opportunities for interdisciplinary collaborations and strategic partnerships that enable TU's outstanding faculty to produce research and scholarship that continues to expand the national and international reputation of the university and its faculty—from the sciences to the arts.
- Increase faculty engagement with OSPR as a means to enhance their scholarly ambitions and their excellence as teacher-scholars.

Assess and strengthen academic programs to ensure students develop Towson University's Learning Outcomes.

- Regularly review and evaluate curriculum to ensure challenging content that addresses workforce and geographic demands.
- Include diverse and inclusive perspectives across the curriculum.

- Support students and faculty in their quest for focused international experiences through the inclusion of global awareness in the curriculum.

*Respond to undergraduate and graduate student needs to strengthen student satisfaction and **success**.*

- Identify and respond to students' needs and promote **access** and availability of services, resources, and technology to all.
- Promote the use of Open Education Resources as appropriate.
- Develop innovative approaches to provide student support. In particular, continue to grow programs like TU Opportunities in STEM (TOPS) and Students Achieve Goals through Education (SAGE), which assist in promoting equal educational opportunities.
- Support the Library's role in academic support, student development, and campus life.
- Provide support for advanced scholarly writing and professional networking for graduate students

*Continue to improve **access**, promote equal educational opportunities, improve graduation completion and retention rates, close the achievement gap, ensure a seamless transfer process, and prepare globally conscious students for an expanding and increasingly diverse workforce.*

- Improve recruitment, marketing, and outreach to make Towson University a first choice institution for an increasing percentage of students.
- Meet regularly with high school and community college counselors to develop more inclusive higher education pathways.
- Work with college-access programs such as College Bound and the Baltimore Educational Scholarship Trust.
- Optimize retention and time to graduation for all students.
- Strengthen student advising.
- Broaden the early warning system to assist students throughout their academic career.
- Review financial aid policies to determine if revisions could further improve degree completion and decrease debt load.
- Enhance availability of scholarships to support student **success** and degree completion.

Provide support programs for student populations with non-traditional needs.

- Identify and address needs of non-traditional students, including veterans and members of the Maryland National Guard (through the Military and Veterans Center).
- Support transfer student transition through programs focused on orientation and advising, which are being reinvigorated through the President's "TIGER Way" initiative, and which include a new Transfer Center and newly conceived on-campus transfer student housing.
- Increase number of courses offered through blended and alternative delivery formats to support access to and completion of graduate programs by working adults.

A Model in Higher Education through Innovation in Teacher and Leader Preparation, STEM Workforce Development, and a National and International Reputation for Arts and Arts Education: TU will focus program enhancement in areas of existing strength. TU will continue to lead the nation as an example of best practices in teacher preparation and school leadership. TU will reinforce and expand its contributions to workforce development in critical STEM disciplines such as cyber-security, forensic chemistry, and environmental science. TU will continue to expand its national and international reputation in the arts and will feature the arts as a key components of the TU experience.

Continually assess institutional success in meeting marketplace demands and continuing education needs through feedback from alumni, donors, employers, and business and government leaders.

- Target enrollment, faculty and staff to build capacity in high demand fields such as STEM, health professions, and education.
- Develop and implement regular market research from opinion leaders, alumni, and employers.

Innovation, Entrepreneurship, and Applied Research: Towson University's focus on innovation and entrepreneurship facilitates collaborations and strategic partnerships with the community and state. TU will continue to support faculty, staff, and student applied research endeavors and connect their work to community engagement, innovation, and entrepreneurship. Key leadership will come from the Office of

Sponsored Programs and Research, the Division of Strategic Partnerships and Applied Research, and the newly-announced entrepreneurship effort, Entrepreneurship@TU.

Enhance and support partnerships and collaborations with government, business and educational sectors throughout the region to promote economic development and address social issues.

- Assess and evaluate TU's partnerships and collaborations, through BTU, to improve outcomes associated with those partnerships.
- Coordinate partnerships across the campus to better leverage university resources and better support external partners. Key leadership in this effort is provided by TU's School of Emerging Technologies, which supports interdisciplinary seed grants and interdisciplinary "Special Interest Groups."

Emphasize campus-wide applied research and scholarship efforts.

- Support faculty and staff efforts in grants and contract initiatives and collaboration amongst departments/colleges/divisions.
- Promote projects to support applied research and engaged scholarship.

Communicate the significance of research and community engagement initiatives.

- Utilize the BTU Priority as a framework for supporting, communicating, and coordinating faculty, staff, and student led community engagement and outreach initiatives.
- Highlight the scope and impact of faculty, staff, and student research.

Continue to be a leader in workforce development in Maryland.

- Identify workforce trends and adapt programs, certificate and non-credit offerings to meet demands.
- Enhance existing partnerships and develop strategic partnerships as they relate to workforce.
- Continue to promote economic and workforce development to keep the majority of TU graduates working in Maryland.

Create a campus-wide culture and commitment to Entrepreneurship

- Develop clear pathways and experiences for students, faculty, and staff interested in entrepreneurship
- Support external partners, alumni, and regional entrepreneurs through programs, mentorship, and business incubation.

Internships and Experiential Learning Opportunities: TU will expand its emphasis on and support for internships and experiential learning, and significantly increase partnerships to help provide these opportunities. TU's Career Center, a Presidential Priority, is being broadened to offer world class services, including piloting the expansion of career advisement within colleges.

Increase corporate, non-profit, and government partnerships to help provide internship and experiential learning opportunities.

- Build upon successful outreach efforts and continue to enhance collaboration.
- Further implement service learning as a component of the academic experience tied to the curriculum with linkages to the region.

Increase philanthropic support to achieve the university's goals.

- Maximize fundraising opportunities and collaboration throughout the university.
- Aggressively identify and cultivate friends and extramural funds for academic, arts, athletics, and community and student development endeavors.
- Create a multitude of program offerings that allow alumni, donors and friends to more effectively engage with and contribute to the University.
- Develop and execute strategies to more effectively communicate the need for and impact of private philanthropy at Towson University.

Involve students in co-curricular educational experiences on- and off-campus that build civic engagement and global literacy, and promote the Towson University experience.

- Further implement service learning as a component of the academic experience tied to the curriculum with linkages to the region.
- Expand co-curricular and applied learning experiences across campus that result in career ready, documented learning outcomes.

A Model for Leadership Development: Towson University is rooted in a strong commitment to civic engagement, civility, and ethics. The university supports personal and professional growth by recognizing and developing positive leadership philosophies and styles. The primary goal is to instill in our students, faculty, staff, and external partners the qualities essential for outstanding, lifelong leadership in all aspects of their lives. We are committed to increasing credit and non-credit opportunities in leadership development for all faculty, staff, students, alumni, professionals in the region, and external organizations.

Challenge, inspire and support members of the campus and regional community to perform at the highest level.

- Provide credit and non-credit bearing programming for students, faculty, staff and the community to develop and understand leadership philosophies and styles.
- Inspire students, all faculty, and staff to become educated, engaged, informed citizens with leadership skills and a passion for intellectual challenge.
- Empower faculty with innovative pedagogical methodologies and establish best practices within each discipline.
- Offer professional development programs on the use of online delivery and new technology to support all faculty, students, alumni, and professionals in the region.
- Offer professional development with a focus on cultural competency.

Emphasize the shared governance structure throughout the university to ensure responsive organizational leadership.

- Encourage and support the university community to engage in effective shared governance.
- Improve communication in the development of priorities and policies.

A Model for Campus Diversity: Towson University will continue to emphasize its commitment to diversity and to an inclusive, welcoming, and engaged community respectful to all. Institutional strategies will expand and continue to provide a forum for campus dialogue and action.

Enhance and celebrate a diverse and inclusive university.

- Promote appreciation for diverse identities, experiences, and perspectives in advancement of equity, diversity, and inclusion at TU.
- Provide an inclusive environment for campus community members to work, learn, and live together; so they can flourish and reach their fullest potential.
- Enhance recruitment and retention of students from underserved and/or underrepresented populations.
- Close the achievement gap for first-generation, low-income students and students from underserved and underrepresented groups.
- Enhance recruitment and retention of faculty and staff from underserved and/or underrepresented populations.
- Develop fair and equitable policies, procedures, and practices impacting members of the campus community.
- Develop compassionate student leaders who understand and appreciate diversity, inclusion, and equity.

A Model of Outstanding Stewardship – People and Natural Resources:

Towson University is committed to serving as an effective steward of natural resources. This includes ensuring that students, faculty, staff and the community have opportunities to realize their full potential. We are dedicated to continue to empower our campus and greater community to make choices for lifelong well-being and effective stewardship of natural resources.

Enhance recruitment, retention and development opportunities for faculty and staff.

- Improve succession planning and leadership development.
- Define faculty work and implement a more effective peer review process.
- Create resources that attract and reward faculty and staff who contribute to outstanding instruction, curricular innovation, research, creative activities, and service across TU.

Maintain a healthy, safe and environmentally sustainable campus.

- Engage a campus-wide culture of energy conservation and sustainability.
- Address the health and wellness of the university community.

- Enhance safety measures by implementation of evolving best practices.

Continue to execute the master plan to address the educational, research, environmental, housing, recreation and co-curricular space needs to support the Towson University experience.

- Ensure commitment to the campus master plan through continued construction and renovation.
- Seek private support to accelerate and complete capital projects needed to enhance the TU experience.

Cultivate a campus-wide culture of excellent customer service and encourage innovation and continual improvement in the delivery of services for both internal and external constituencies.

- Clarify expectations and provide motivation, training, and the tools necessary to implement best practices for excellent customer service across the university.
- Promote and reward strategic communication across academic and administrative units to ensure a seamless experience for customers and efficient and optimal outcomes for TU.

Continue to improve internal and external communications.

- Seek innovative ways to promote the accomplishments of the university and alumni.
- Improve **access** to information for alumni, donors and friends.
- Enhance and adopt technology that allows us to effectively reach more people.

Maximize resources and success through stronger internal partnerships and collaborations.

- Increase collaborations across the university.
- Develop resources, rewards, and physical spaces that promote innovative and collaborative endeavors.
- Regularly review planned budget expenditures and reallocate funds as needed to fulfill Mission Goals and Presidential Priorities.
- Include increasing scholarships to promote student **success** as a priority in the next capital campaign

Excellence in Athletics: Towson University is committed to a financially stable, gender-equitable, and competitive athletics program. TU Athletics enriches the university through a culture of engagement while leading and inspiring our student-athletes to be champions in competition, the classroom, and the community. It will support opportunities for all TU students to participate in a range of sports activities and leadership opportunities that support physical well-being and personal excellence.

Feature athletics as a key component of the Towson University experience.

- Celebrate the accomplishments of the university community and alumni within the university and beyond.
- Encourage broader participation in activities by all members of the university and greater community.

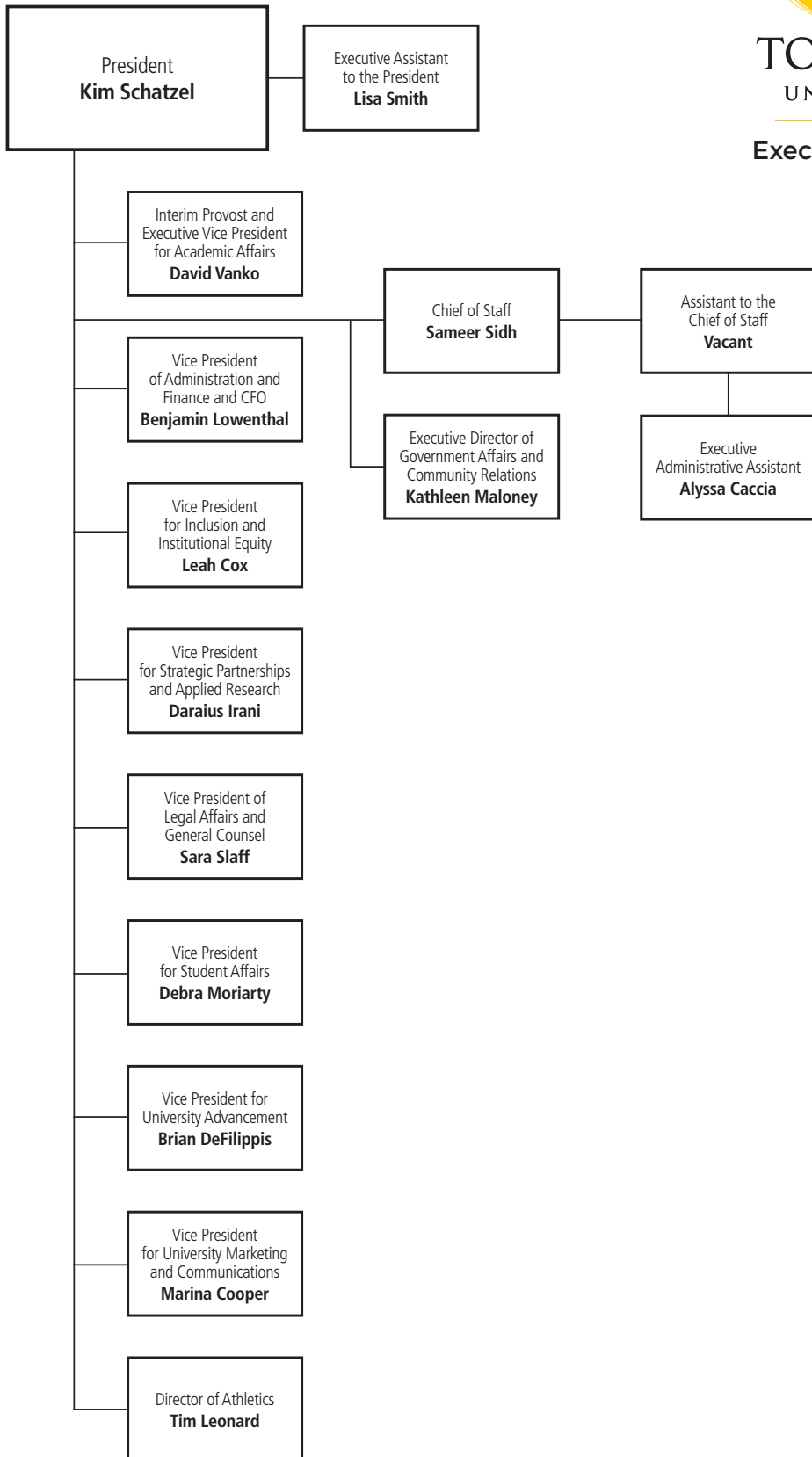
Outcomes: Institutional Assessment

All of the objectives and outcomes described herein are subject to assessment. Towson University's Subcommittee on Institutional Effectiveness (SIE) is the institution's central administrative body and clearinghouse for documenting the mission, goals, and strategic planning of the institution, and for assessing these items.

The SIE is developing webpages to detail and display assessment results for each of the institution's organizational divisions. The SIE website is planned to go live in fall 2018.

Crosswalk between TU Institutional Goals/Objectives and *State Plan*

Please see attached spreadsheet.



Towson University Mission and State Plan	
Goals and Strategies in State Plan	Page #
Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.	1
	6
	7
Strategy 1: Continue to improve college readiness among K-12 students, particularly high school students.	
	3
Work with LEAs to evaluate the effectiveness of college readiness assessments.	
Develop statewide metrics for college readiness that also consider the longevity of the measure.	
Develop transition courses in alignment with remedial or developmental coursework at partnering institutions.	
Align academic programs with CTE programs for smooth transition.	
Work with local school systems to improve middle college programs that award degrees.	
Strategy 2: Cultivate greater financial literacy for students and families to encourage financial planning and to prepare for postsecondary education.	
	3
Expand and empower existing partnerships to improve financial literacy initiatives, programs, and/or curriculums.	3
Expand financial competencies to go beyond a basic understanding of student loans, grants, and scholarships.	3
Create and improve on relationships with local professional school counselors and college access professionals.	
	9
Educate students about the definition of full-time status in the context of financially planning their postsecondary career.	3
Explore financial aid policies that can improve time to completion.	9
Strategy 3: Expand efforts to cultivate student readiness, financial literacy, and financial aid for individuals outside traditional K-12 school channels.	
Expand partnerships with local services to improve information sharing to prospective students.	
Expand outreach to communicate with non-traditional students and offer alternative pathways to access a postsecondary education.	
Work with GED programs to create a pipeline for students completing their GED.	
Develop targeted campaigns and programs to support first-generation students.	
	9
Develop initiatives to identify and address obstacles that students face in preventing them from continued enrollment and completion.	
	9 & 10
Support veterans by ensuring appropriate services are available and accessible, such as counseling and health care service providers.	10
Promote and implement practices and policies that will ensure student success	
Strategy 4: Continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions.	
Continue to ensure that all policies and practices reflect the dedication and commitment to equal education opportunities.	
	2
Support the unique missions of Historically Black Colleges and Universities.	
Enhance diversity by fostering collaborations between Historically Black Colleges and Universities and traditionally white institutions.	
Strategy 5: Ensure that statutes, regulations, policies, and practices that support students and encourage their success are designed to serve the respective needs of both traditional and nontraditional students.	
	10
Systematically review policies and practices to ensure they are student-focused and are implemented with the goal of student success.	9
Review and consider current policies and practices around remediation coursework.	
Review and consider current policies and practices around structured schedules and academic planning.	
Improve policies regarding academic program review that meet the State's needs – e.g., workforce shortages, do not duplicate, do not saturate, allow for responsiveness, do not sacrifice student growth and development, and allow for career exploration and goal setting.	
	8 & 10
Ensure academic policies and campus practices support all students, including non-traditional students.	14
Review financial aid policies to improve access for all students.	
	5
Expand financial aid programs to non-traditional programs like non-credit, non-degree, and distance education.	5
Expand financial aid opportunities that promote and incentivize on-time completion.	5
Review State policies on credit minimums for state financial aid in an effort to promote on-time completion.	
Coordinate similar efforts with federal partners to improve access to non-traditional students and improve on-time completion.	
Establish appropriate guidelines endorsed by state, federal agencies and accrediting agencies or associations for the assessment of prior learning and granting of credit.	

Committee on Education Policy and Student Life - Public Session

Strategy 6: Improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements.		5
		8
		9
Evaluate structural issues and improvements for ARTSYS.		6
Consider utilizing focused pathways to improve college completion and student success.		
Strategy 7: Enhance career advising and planning services and integrate them explicitly into academic advising and planning.		12
Become informed about employment opportunities in Maryland.		11
Create pathways of information sharing for students regarding employment, careers, and industries in Maryland.		
Find ways to incorporate career advising into academic advising.		12
Create or expand existing career centers to be an essential element of a student's academic experience.		12
Increase internship opportunities to improve career planning.		7
Support local apprenticeship programs by coordinating efforts in required instruction for Registered Apprenticeships.		
Support faculty and staff in integrating career advising and internship opportunities.		12
Foster innovation in all aspects of Maryland higher education to improve access and student success.		1
Strategy 8: Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness.		2
		11
Perform a gap analysis for top industries in Maryland.		10
Identify and create preferred partnerships in Maryland.		2
Support business-driven credentials.		5
Include long-term graduate education opportunities when considering a student's career trajectory.		3
Strategy 9: Strengthen and sustain development and collaboration in addressing teaching and learning challenges.		5
Invest in the science of teaching and learning.		8
Training in pedagogy should be accessible to all faculty.		5
Include pedagogy in graduate student training.		13
Provide ongoing training for best-practices in pedagogy to all faculty.		13
Support professional development outside the institution in pedagogy.		
Utilize open access resources (OERs) to critically develop course materials and lower the cost of additional materials.		9
Strategy 10: Expand support for research and research partnerships.		5
Coordinate and share resources to improve scholarship for students and faculty.		8
Support faculty in developing and commercializing patents.		11
Strategy 11: Encourage a culture of risk-taking and experimentation.		
		10

University of Baltimore
2018 MISSION STATEMENT
July 27, 2018

Section 1: Mission Statement

The University of Baltimore offers career-focused education for aspiring and current professionals, providing the region with highly educated leaders who make distinctive contributions to the broader community.

This new mission and strategic plan is the result of an 18-month process undertaken by the Strategic Planning and Budgeting Committee, a committee comprised of a cross-section of the institution with representation from the University Faculty Senate, the University Staff Senate and the Student Government Association. The committee solicited feedback via a confidential website and shared multiple drafts of the mission, vision and values at University-wide town hall events and governance meetings and approved in January 2018.

The strategic plan supports our mission to become the regional leader in educating students who seek undergraduate, graduate and professional programs that advance careers, provide opportunities in applied research and experiential learning, and prepare people to be leaders in their chosen fields and communities. Six strategic priorities provide direction and an invitation to the community to create an ambitious future together as UB approaches its centennial in 2025. The following goals support our mission:

Goal 1: Position UB as the region’s premier professional, career-focused university.

Goal 2: Strengthen student success.

Goal 3: Solidify UB’s commitment to community engagement and service.

Goal 4: Organize for long-term financial stability.

Goal 5: Achieve excellence in research, scholarship and creative activity.

Goal 6: Strengthen UB’s commitment to diversity, equity and inclusion.

Section 2: Institutional Identity

UB has always excelled at serving adult students who aspire for advancement in their careers. Our expertise in educating adult learners is supported by our flexible and nontraditional course scheduling options, our strengths in technology-enabled offerings and availability of accelerated programs and stackable credentials.

We embrace our responsibility to enhance student learning and career preparation by partnering with public, private and nonprofit organizations. We acknowledge our commitment to the Baltimore region while being mindful that our reach has to widen and that our programs must be focused, innovative and market-responsive. As a multicultural community, we foster a diverse community in which the contributions of all students, faculty, staff and alumni are valued. Cultivating diverse ideas, experiences and perspectives is critical in strengthening professional, intellectual and cultural agility in our communities and workplace.

Our midtown location in the heart of the city’s cultural district enables the University to contribute significantly to Baltimore’s academic, economic and cultural vitality. UB is committed to valuing and enhancing its connection to Baltimore. The University works diligently to invite capable students, diverse in identities and experiences, to pursue their education in a culturally rich urban environment.

UB is also dedicated to developing and sustaining collaborative programs with other University System of Maryland institutions as well as with other public and private institutions. We build on UB's rich history of collaboration with Maryland's community colleges and have expanded our Bee Line articulation agreements with community colleges. We partner with local high schools to offer dual enrollment opportunities and provide a joint program with Coppin State University. We also continue to grow our program offerings at the Universities at Shady Grove.

Our innovative approach to organize and focus programs and provide greater opportunities for collaboration and interdisciplinary work is reflected in Signature Areas of Excellence across our four schools. These areas are:

- Law and Justice
- Business and Entrepreneurship
- Communication, Design and Digital Media
- Government and Public Service
- Health and Human Services
- Information and Cyber Technology.

Our four colleges include the AACSB International-accredited Merrick School of Business, which offers undergraduate and graduate programs designed to empower students to be knowledgeable and responsive business leaders. The school supports an Entrepreneurship Fellows program as well as undergraduate honors programs in accounting and business. The faculty's strength is in its dedication to both teaching and research. The School of Business' centers of excellence - the Jacob France Institute and the Center for Entrepreneurship and Innovation - provide impactful programs and research to and for the business community in addition to local, state and federal government agencies.

UB's College of Public Affairs emphasizes applied and professional programs in an interdisciplinary context, including an M.S. in Nonprofit Management and Social Entrepreneurship program offered jointly with the Merrick School of Business. Its graduates possess the theoretical knowledge and substantive skills necessary to enhance the governmental and nonprofit organizations in which they work and practice. The Master of Public Administration, M.S. in Criminal Justice and M.S. in Health Systems Management programs are accredited or certified. The college is also home to the Schaefer Center for Public Policy, the pre-eminent public policy research center in Maryland, which provides programming and leadership training for community organizations, civic leaders and government entities and our new Center for Drug Policy and Enforcement which focuses on applied research initiatives to reduce drug trafficking, money laundering, firearms trafficking, drug-related violence, and gang activity, and pursues strategies to advance a public-health approach to resolving the core problem of addiction.

The Yale Gordon College of Arts and Sciences offers undergraduate and graduate programs in its divisions of Applied Behavioral Sciences; Legal, Ethical and Historical Studies; and Science, Information Arts and Technologies as well as in the Klein Family School of Communications Design. The college has primary responsibility for providing a liberal education base to all UB students, including advanced baccalaureate work in writing and ethics. The college is recognized for its commitment to promoting high-quality, innovative and interdisciplinary applied liberal arts and sciences for a digital world.

The UB School of Law, one of only two law schools in Maryland, educates leaders in government, the judiciary and private law firms across the region. Faculty members are both major scholars in the field and experienced practitioners. Areas of faculty strength include clinical legal education, family law, intellectual property law, international law, litigation skills, criminal practice and taxation law. The school also provides support for the community through its legal clinics.

UB takes pride in its diversity, which reflects that of the greater Baltimore region and enhances the educational experiences of UB students, better preparing them for service to their communities and for success in the increasingly diverse workplace. Students self-report that 55 percent are U.S. minority—46 percent are African-American—and 58 percent are female. UB also aims to be especially responsive to the needs of students with disabilities. The overall average age of UB students is 30, with specific student populations averaging 28 years old (undergraduate), 33 years old (graduate) and 29 years old (law).

UB's plans for future academic programs include:

- Developing market-driven interdisciplinary degree and certificate programs.
- Leveraging existing programs around the Signature Areas of Excellence.
- Growing online, hybrid and distance-learning offerings.
- Expanding offerings at the Universities at Shady Grove.

Our mission and subsequent plans align with the 2017-21 Maryland State Plan for Postsecondary Education by providing affordable education, a wide array of student success initiatives that ensure access, and success with the strategies outlined in our new strategic plan.

Section 3: Institutional Capabilities

The University's emphasis on practical, applied, career-oriented education at both the undergraduate and graduate levels attracts students with clear professional objectives. UB is focused on enhancing student access and achievement, particularly as it relates to access for students of underrepresented minority groups, older and returning students. UB is committed to providing these students with opportunities for academic success.

Ninety-five percent of UB's core, tenured and tenure-track faculty members hold terminal degrees in their respective fields. Work-life and workload policies and reward structures are designed to promote balance among instruction, scholarly productivity and service. Excellence in teaching is of primary importance to the University, enhanced by faculty members' active engagement in basic and applied scholarly and creative activities.

UB has strengthened its commitment to incubating creative ideas and to developing teaching and learning initiatives among its faculty via The Bank of American teaching Center for Excellence in Learning, Teaching and Technology. The center is responsible for supporting, coordinating and institutionalizing creative and innovative approaches to teaching, student learning, curriculum and program development; it also prioritizes a heightened focus on the development of online and hybrid course offerings.

UB emphasizes quality in scholarly activities as measured by peer-reviewed publications, juried creative works, and competitive grants and fellowships. In keeping with the applied emphasis of UB's academic programs, a substantial amount of faculty research focuses on real-world problems and produces results that have an immediate local or regional impact. In addition, much of this research is conducted through UB's research centers. Many faculty members combine research and service by analyzing important public-policy issues. Faculty research from AY 2012-13 to AY 2015-16 produced 82 books, 844 refereed articles and approximately \$28,545.916 million in sponsored research for FY 13-17 with an increase of almost 3 million from FY16 or FY17 alone.

UB is dedicated to community engagement and experiential learning through reciprocal partnerships that advance student learning and faculty scholarship as well as revitalize urban life in Baltimore and its surrounding region. In its commitment to serve the community, the University provides research, training and student interns to corporations, small businesses, professional practices, local and state agencies,

nonprofit groups and K-12 education. College-readiness programs serve hundreds of Baltimore high school students each year, and our current dual-enrollment model generated 797 credit hours for these students.

As an anchor institution in Baltimore, UB is an integral, engaged partner in the growth of the city’s cultural center. UB is committed to urban environmental sustainability in both its programmatic offerings and its campus practices.

Section 4: Institutional Objectives and Outcomes

While there are multiple initiatives that are UB specific, UB’s mission and implementation of the new strategic plan is consistent with the 2017-2021 State Plan for Postsecondary Education: Student Success with Less Debt and are listed below.

State Plan	UB Plan – Initiatives Aligned with State Plan
<p>Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.</p>	<p>Enhance affordability and student financial literacy. Evaluate the tuition structure for all programs to ensure market competitiveness. Increase need-based financial aid. Revise financial aid processes to ensure clarity, consistency and ease for students. Enhance strategic use of funds for improving student outcomes and reducing negative financial impacts on students and on the institution. Expand engagement with public-school systems to ensure more students are prepared for college (e.g., dual enrollments, community college pipelines).</p>
<p>Success: Promote and implement practices and policies that will ensure student success.</p>	<p>Increase student success by offering exception student experiences in and out of the classroom. Increase degree completion rates and shorten time to degree. Mine academic performance data to identify and support student success. Close the gap in educational achievement among all undergraduates. Maximize flexible course delivery, enhance winter and summer offerings, and develop multi semester course schedules. Enhance opportunities for awarding credit via transfer institutions, early college admittance, dual enrollment and military credit; create a campus wide structure and institute policies and procedures for awarding Prior Learning credit. Develop a strong and proactive approach to academic advising that focuses on academic pathways and timely student completion.</p>
<p>Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success.</p>	<p>Strengthen excellence in teaching and learning. Grow student participation in high-impact practices. Reorganize academic structures to better support academic excellence and student success. Expand RSCA partnerships and sponsored research with industry, government and community organizations and other academic institutions.</p>

INSTITUTIONAL MISSION STATEMENT

UNIVERSITY OF MARYLAND, BALTIMORE

SECTION 1: MISSION STATEMENT

Mission¹

To improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care and service.

Vision

The University will excel as a pre-eminent institution in our missions to educate professionals, conduct research that addresses real-world issues affecting the human condition, provide excellent clinical care and practice, and serve the public with dedication to improve health, justice, and the public good. The University will become a dominant economic leader of the region through innovation, entrepreneurship, philanthropy, and interdisciplinary and interprofessional teamwork. The University will extend our reach with hallmark local and global initiatives that positively transform lives and our economy. The University will be a beacon to the world as an environment for learning and discovery that is rich in diversity and inclusion. The University's pillars of professionalism are civility, accountability, transparency, and efficiency. The University will be a vibrant community where students, faculty, staff, visitors, and neighbors are engaged intellectually, culturally, and socially.

SECTION 2: INSTITUTIONAL IDENTITY

Brief Description of the Institution

The University of Maryland, Baltimore (UMB) was founded in 1807 along a ridge in what was then called Baltimore Town. Today, this 71-acre research and technology complex encompasses 67 buildings in West Baltimore near the Inner Harbor. UMB is Maryland's only public health, law, and human services university. UMB is a leading U.S. institution for graduate and professional education and a thriving academic health center combining cutting-edge biomedical research and exceptional clinical care. UMB enrolls more than 6,700 students in six nationally ranked professional schools and an interdisciplinary graduate school. We offer 43 doctoral, master's, and bachelor's degree programs and 19 certificate programs. Every year, UMB confers most of the professional practice doctoral degrees awarded in Maryland. UMB enrolls, educates, and graduates a very diverse student body of which 77% are Maryland residents, 73% are female, and 43% are underrepresented minorities.

The University is a leading partner in the redevelopment of Baltimore's Westside. The University of Maryland BioPark, which opened in October 2005, promotes collaborative

¹ No changes were made to the previously submitted (2014) mission statement. This decision was made with the full knowledge and concurrence of the President, Deans, Vice Presidents, Faculty Senate, and Staff Senate. Between March and June 2018, the Office of Operations and Planning conducted a series of sessions with these stakeholders to review and receive input on the mission statement document.

research opportunities and bioscience innovation. Sponsored research totaled \$556 million in Fiscal Year 2017. With 6,703 students and 6,932 faculty members and staff, the University is an economic engine that returns more than \$13 in economic activity for every \$1 of state general funds appropriation. The University community gives more than 2 million hours a year in service to the public.

The University remains committed and focused on its core mission areas i.e., professional and graduate education, clinical care and service, and biomedical research. Indeed, these areas are our distinguishing attributes and are discussed below. Even as we remain anchored in our core missions, we recognize and embrace the obligation to evolve to meet the educational needs of the State’s shifting demographics and changing workforce. As such, we have increased our focus on educational innovations that may create new areas of credentialing. These programs are highlighted in the “Workforce” subsection in Section 3 (Institutional Capabilities) below.

Educational Offerings

The University offers a variety of rigorous graduate and professional programs. These programs are closely aligned with Mission of the University and with the standards of each school’s respective accrediting body. Adherence to professional accreditation standards, as demonstrated by the continuous accreditation of all of the University’s programs, is a primary method of determining the rigor and coherence of UMB’s educational offerings. The University’s programs are listed in the table below.

School of Dentistry	
Program Name	Degrees Offered
Dental Hygiene	BS
Dental Post Graduate Certificate	Post-Doctoral Certificate
Dentistry	DDS, DDS/PhD
Carey School of Law	
Program Name	Degrees Offered
Cybersecurity Law	MSL
Environmental Law	Graduate Certificate
Homeland Security and Crisis Management Law	MSL
Law (Joint with UMCP)	MSL
Law	LLM, JD, JD/MSW, JD/MA, JD/MCP, JD/MPS, JD/MPM, JD/MBA, JD/MS, JD/PharmD
Law & Health Care	Graduate Certificate

School of Medicine	
Program Name	Degrees Offered
Genetic Counseling	MGC
Medical & Research Technology	BS
Medicine	MD, MD/MS, MD/PhD, MD/MPH, MD/MBA
Physical Therapy	DPT
Public Health	MPH, MPH/JD, MPH/MSW, MPH/MD, MPH/PharmD, MPH/MS, MPH/PhD
School of Nursing	
Program Name	Degrees Offered
Adult-Gerontology Acute Care Nurse Practitioner / Adult-Gerontology Clinical Nurse Specialist	Post-Doctoral Certificate
Adult-Gerontology Primary Care Nurse Practitioner	Post-Doctoral Certificate
Family Nurse Practitioner	Post-Doctoral Certificate
Nursing	BSN, DNP
Pediatric Acute Care Nurse Practitioner	Post-Doctoral Certificate
Pediatric Primary Care Nurse Practitioner	Post-Doctoral Certificate
Psychiatric Mental Health Nurse Practitioner-Family	Post-Doctoral Certificate
School of Pharmacy	
Program Name	Degrees Offered
Pharmacy	PharmD, PharmD/PhD, PharmD/MBA
School of Social Work	
Program Name	Degrees Offered
Social Work	MSW, MSW/MBA, MSW/MA
Graduate School	
Program Name	Degrees Offered

Aging & Applied Thanatology	Graduate Certificate
Biochemistry and Molecular Biology	MS, PhD, MD/PhD
Care Coordination (Nursing)	Graduate Certificate
Cellular and Molecular Biomedical Science	MS
Clinical Research	Graduate Certificate
Epidemiology and Clinical Research	MS
Epidemiology and Human Genetics	PhD
Environmental Health (Nursing)	Graduate Certificate
Forensic Medicine	MS
Gerontology	PhD
Global Health (Nursing)	Graduate Certificate
Global Health Systems and Services	Graduate Certificate
Health Science	MS
Health and Social Innovation	MS
Human Genetics and Genomic Medicine	MS
Implementation and Dissemination Science	Graduate Certificate
Integrative Health and Wellness	Graduate Certificate
Marine-Estuarine Environmental Science	MS, PhD
Medical and Research Technology	MS
Molecular Medicine	PhD, MD/PhD
Molecular Microbiology and Immunology	PhD, MD/PhD
Neuroscience	PhD, MD/PhD

Nursing	MS, PhD, BSN/PhD
Nursing Informatics	Graduate Certificate
Oral and Experimental Pathology	PhD
Palliative Care	Graduate Certificate, MS
Pathology	MS
Pharmaceutical Health Services Research	MS, PhD, PharmD/PhD
Pharmaceutical Sciences	PhD, PharmD/PhD
Pharmacometrics	MS
Physical Rehabilitation Science	PhD, MD/PhD
Research Administration	Graduate Certificate
Research Ethics	Graduate Certificate
Regulatory Science	Graduate Certificate, MS
Science Communication	Graduate Certificate
Social Work	PhD
Teaching in Nursing and Health Professions	Graduate Certificate
Toxicology	MS, PhD, MD/PhD

Distinguishing Attributes

Professional and Graduate Education

As the State of Maryland's academic health, law and human services institution, the University of Maryland, Baltimore includes a unique configuration of schools and educational programs with extensive responsibilities for clinical care and legal and social services. Our student mix differs markedly from other University System of Maryland institutions. Only 14% of our students are enrolled in our three baccalaureate degree programs; namely, nursing, dental hygiene, and biomedical research and technology. The remaining 86% of students are in post-baccalaureate programs leading to licensure including: medicine (MD), law (JD), dentistry (DDS), nursing (BSN, clinical masters, DNP), pharmacy (PharmD), social work (MSW), public

health (MPH), physical therapy (DPT), dental hygiene, genetic counseling and biomedical research and technology, preventive medicine, toxicology, and pathology.

The University also offers the traditional research-based doctor of philosophy and masters of science degree programs in nursing, social work, pharmaceutical science, pharmaceutical health services research, oral pathology, and various biomedical science disciplines and interdisciplinary programs such as neuroscience.

Clinical Care and Service

Because of its health schools' clinical departments and programs and its affiliated practice plans and hospitals, UMB is uniquely qualified within the public higher education sector in Maryland to transfer results from basic laboratory research to the patient's arena by developing new treatments for disease, and establishing best practices for clinical care. Moreover, the presence and active involvement of the Schools of Law and Social Work enable UMB faculty and students to investigate the interaction of health sciences with the law and human services, thereby advancing public policy and improving the health and welfare of the citizenry.

Biomedical Research

UMB builds upon its excellence in basic science and biomedical/biohealth research to develop large, interprofessional projects of national and global stature. An illustrative, but not exhaustive list includes neuroscience, psychiatric disease, obesity, diabetes, family welfare, stem cell and regenerative medicine, child abuse and neglect, HIV-AIDS, celiac and other autoimmune and inflammatory diseases, global health, cardiology and cardiovascular disease, nanomedicine and cellular delivery, infectious diseases, drug abuse, cancer, vaccinology, genomics, proteomics, and personalized medicine.

Carnegie Classification

UMB is one of only 22 public institutions among a total of 54 institutions (22 public, 32 private) in the United States whose official Carnegie Classification is "Special Focus Four-Year—Medical Schools and Medical Centers" This classification is used for institutions that include a medical school and other health related professional schools, and do not have large comprehensive undergraduate programs. Other examples include the University of California San Francisco, Oregon Health Sciences University, University of Massachusetts, Worcester, and University of Texas Health Southwestern Medical Center. When UMB's Carnegie profile as a "Majority Graduate" institution is factored in, the University is one of only 16 public institutions, among a total of 22 institutions (16 public, 6 private) in the country, with this combined profile. UMB is the only public institution in the mid-Atlantic region with this Carnegie profile.

SECTION 3: INSTITUTIONAL CAPABILITIES

Interprofessional Education

Interprofessional education (IPE) is a priority at UMB. Our Carnegie identity and capabilities as a graduate and professional institution makes us uniquely positioned to lead in this area. In 2013 the University established the Center for Interprofessional Education and launched its annual IPE Day. The Center serves as a resource and as a connector for IPE initiatives across

UMB, and advances UMB's vision of preparing all UMB students to provide high-quality, affordable health care and human services within a team-based model. At UMB, interprofessional learning occurs along a continuum: Exposure (novice), Immersion (intermediate), and Mastery of Competency (advanced). Examples along the continuum includes: Foundations of Interprofessional Education and Practice which is an online module series that provides students an easily accessible method to develop foundational knowledge essential for subsequent in-person interprofessional experiences; The Geriatric Assessment Interdisciplinary Team (GAIT) program which is an interprofessional training program for University System of Maryland students interested in gerontology and geriatrics; Clinical Rotations at Paul's Place where students work together to conduct assessments on children (e.g., blood pressures, health risk appraisals, etc.) then conduct intensive clinical case management with families to help improve abnormal assessment findings; and the President's Clinic where in cooperation with the University of Maryland Pediatric Associates, P.A. (UMPA) and with the support of UMB's Center for Interprofessional Education, UMB President Jay A. Perman, MD, hosts a weekly President's Interprofessional Clinic at UMPA's pediatric gastroenterology department.

Biomedical Research and Technology Transfer

UMB is recognized as one of the pre-eminent public research universities in the nation. Faculty in the schools of dentistry, law, medicine, nursing, pharmacy, and social work generated \$556.1 million in extramural funding in Fiscal Year 2017, contributing to important advances in basic science and applied research. An exciting portfolio of patented inventions is available for licensing. To fuel the translation of research and the commercialization of new drugs, diagnostics, and devices, the University of Maryland established a 12-acre BioPark, bringing much-needed laboratory and office space to the area and encouraging collaboration among biotechnology companies and the University. In addition, a new 428,970-square-foot, state-of-the-art research building, Health Sciences Facility III (HSF III), opened in 2018.

In FY17, UM Ventures — the joint technology transfer operation of UMB and the University of Maryland, College Park (UMCP) — continued to grow and connect commercialization at both universities. Tech transfer growth at UMB alone was substantial with: nearly 150 new invention disclosures; 39 new license agreements; eight new startup companies, and acquisition of three startup companies by leading global companies. Highlights include:

- **Harpoon Medical**, a UMB startup, was acquired by Edwards Lifesciences, a leader in treating structural heart disease. Shortly before the acquisition, Harpoon announced that its pioneering device to repair heart valves had been found to be safe and effective in clinical trials.
- **Remedy Pharmaceuticals**, a UMB startup, sold its Phase 3-ready novel drug, CIRARA, to Biogen for \$120 million in May 2017. CIRARA is a therapeutic candidate to treat a deadly form of stroke with a mortality rate of up to 80 percent.
- **Analytical Informatics**, a UMB health IT startup, was acquired by global health technology leader Royal Philips of the Netherlands.
- **Living Pharma**, a UMB startup developing personalized CAR-T Cell Therapy to treat cancer, was acquired by Miltenyi, a German-based biotech company. Living Pharma is being integrated into Lentigen, Miltenyi's Maryland-based subsidiary.

- **Gliknik**, a UMB startup, is conducting a 45-site, seven-country clinical trial of a therapeutic vaccine to prevent recurrence of high-risk oral cancer.
- **PaxVax**, a leading vaccine company, began selling UMB-invented Vaxchora. Vaxchora is the only U.S. approved vaccine for protection against cholera. In May 2017, the CDC recommended that adults traveling to cholera-affected areas get vaccinated with Vaxchora.
- **gel-E**, a joint UMCP/UMB startup, closed a \$3.1 million Series A round of financing in July 2017 that includes a \$100,000 investment from UM Ventures. gel-E has an FDA-approved device to treat severe bleeding.

Community Engagement

As a public urban university and one of Baltimore’s most powerful anchor institutions, UMB has a long and distinguished history of engagement spanning several decades, particularly in the West Baltimore communities. During the past five years, the University has moved to bring about better cohesion and coordination of its many disparate initiatives to maximize their collective impact.

In fall 2015, the University opened its Community Engagement Center (CEC) in West Baltimore’s Poppleton neighborhood. The temporary facility has enlivened UMB’s community engagement mission and deepened our relationships with our closest neighbors. The center engages hundreds of students, faculty, and staff from all seven UMB schools to provide vital health, wellness, employment, education, and social services to nearby residents. The center partners with neighbors to create and sustain projects that strengthen community development and invite external investment. The CEC serves residents living in the communities that make up the Southwest Partnership neighborhood coalition: Franklin Square, Poppleton, Hollins Market, Barre Circle, Pigtown, Mt. Clare, and Union Square. (UMB has a close relationship with the Southwest Partnership, serving on its board and offering operational guidance and financial support.)

In 2017 alone, the CEC welcomed more than 3,000 residents, and while the level of engagement with the CEC varies by client, most are repeat visitors and most access a range of services. In just over two years of operation, the center recorded more than 17,000 neighbor visits, and the number of residents served during the 2016–17 academic year was nearly double the number served the year before. To keep expanding the number of residents who engage with our services and programs, the center’s staff and interns frequently canvass the surrounding neighborhoods, knocking on hundreds of doors and inviting residents to share how the University and the community might work together to cultivate health, enrich learning, grow employment, advance justice, and accelerate progress toward community goals. UMB has established a Carnegie Community Engagement Classification Steering Committee to conduct an institution-wide assessment of UMB’s readiness to apply for the Carnegie Community Engagement designation in 2019. The Committee has also been charged with developing recommendations to be implemented in the near-term that would strengthen UMB’s application.

University of Maryland Strategic Partnership: *MPowering the State*

The University of Maryland Strategic Partnership: *MPowering the State* is a formal collaboration between the UMB and the University of Maryland College Park (UMCP). It leverages the sizable strengths and complementary missions of both institutions to advance research, technology transfer and commercialization; create opportunities for students; and solve important problems for the people of Maryland and the nation. The University of Maryland Strategic Partnership Act of 2016 strengthened and formalized the structured relationship between UMB and UMCP, which began in 2012. To date, interdisciplinary research teams have attracted \$138.7 million in funding from more than 450 submitted joint proposals; 65 cross-campus seed grant research projects have been conducted; 75 startups have been launched from a joint intellectual property, commercialization and technology transfer office; joint academic enrichment programs and new degrees led by faculty from both UMB and UMCP have been added; and more than 60 faculty appointments recognize joint research and educational programs.

Economic Growth and Vitality

UMB is a catalyst for new businesses and innovations in health care. In addition to employing thousands of Marylanders, UMB research provides the foundation for new medical treatments and diagnostic tools. In 2018, our researchers were awarded over \$60 million in sponsored research by 200 biotech and pharmaceutical companies. Over 140 companies are working to commercialize novel medical devices, therapeutics, and diagnostics invented by our faculty. In 2018, three UMB start-ups were acquired: Harpoon Medical by Edwards Lifesciences for \$250 million; Analytical Informatics by Philips; and Living Pharma by Miltenyi Biotec. In addition, UMB start-up Remedy Pharmaceuticals sold its rights to a UMB-owned stroke therapeutic to BioGen for \$120 million and PaxVax began sales of a UMB-invented cholera vaccine.

The University of Maryland BioPark is helping to expand UMB tech transfer and industry collaborations and to revitalize Southwest Baltimore. In the past twelve years, BioPark has opened five buildings totaling 600,000 square feet, which house 1,000 employees. When the BioPark is complete, it will include 2 million square feet of lab, office, residential, and retail space. The BioPark is home to the Baltimore City Community College, which is providing training for entry-level jobs and the Smith School of Business, which is educating business leaders.

Workforce

UMB is a major contributor to Maryland's highly qualified workforce. The University, for example, is the sole source within Maryland for training dentists. In addition, UMB is a major provider of Maryland's physicians, pharmacists, physical therapists, nurses, attorneys, social workers, dental hygienists, biomedical researchers and technicians. UMB continues to be focused on addressing existing and projected shortages in the health care and public interest sectors. To that end, and by way of example, UMB's School of Nursing is partnering with community colleges statewide to help their students earn a bachelor of science in nursing degree—a degree increasingly required for high-demand health care jobs. With nearly a dozen dual-admission agreements in force or in development, students can complete two years of coursework at their community college and transition seamlessly into UMB's bachelor's program. These agreements are essential in Maryland, where officials forecast a critical nursing shortage. In addition, UMB is addressing the statewide demand for primary care providers and

for physician assistant education by operating a joint program with Anne Arundel Community College to educate and graduate a cohort of physician assistants on an annual basis. Students completing this program receive a Master of Science in Health Science from UMB and a Certificate of Physician Assistant Studies from AACC. Graduates are eligible to sit for the national certification exam for physician assistants. Over the past three years, UMB has launched a number of new programs specifically for post-traditional graduate and professional students in the Maryland workforce. These programs include the School of Law's online Master of Science in Law for professionals working in (or adjacent to) cybersecurity and homeland security, and the Graduate School's programs in Research Ethics, Research Administration, Global Health Systems, Forensic Medicine, and Aging and Applied Thanatology, to name a few.

SECTION 4: INSTITUTIONAL OBJECTIVES AND OUTCOMES

Strategic Planning

UMB has a long and illustrious history of achieving excellence and providing benefit to the state. The University's strategic plan provides the framework for pursuing and executing on its mission and vision. UMB adopted its 2017 – 2021 Strategic Plan—*Pursuing Excellence, Maximizing Impact*—in August 2017. The plan was developed in careful alignment with the University System of Maryland (USM) Board of Regents' strategic plan. The plan was created from the work of hundreds of faculty, staff, students, partners, and friends who dedicated tremendous time and energy to realize its completion.

Six themes were identified as major areas of focus for the strategic plan. Work groups consisting of faculty, staff, and students from across the University, with input from town halls, online surveys, and focus groups, developed the *Strategic Objective* and *Strategic Outcomes* for each theme.

The themes, objectives, and outcomes are as follows:

1. HEALTH, JUSTICE, AND SOCIAL IMPACT

Strategic Objective: *Deepen and expand local and global engagement by providing health, legal, and social work programs, and engaging in research to promote social justice and improve health*

Strategic Outcomes:

1. A strong relationship with the Baltimore community in which UMB is viewed as a local resource and trusted partner by its residents.
2. A focused leveraging of institutional expertise and knowledge to tackle systemic problems impacting local and global communities.
3. A demonstrated commitment by leadership at every level of the institution that positions UMB as an anchor institution at the forefront of finding solutions to local and global health disparities and social injustices.
4. A University environment that encourages the use of evidence to measure and document impact of UMB's health, legal, social work programs.

5. A University culture that values and rewards its faculty, staff, and students for achievements in local and global community engagement.

2. RESEARCH AND SCHOLARSHIP

Strategic Objective: *Harness the power of research and scholarship to deepen understanding of systems, institutions, and basic and translational sciences in the search for solutions to complex problems impacting individuals, families, and communities.*

Strategic Outcomes:

1. Strategic investment that enhances the core research infrastructure allowing UMB to achieve its research goals and compete more successfully for extramural funding.
2. An environment that attracts and retains the best educators, scientists, scholars, clinicians, and entrepreneurs across all disciplines.
3. Additional interdisciplinary centers of excellence that fully leverage the expertise of the UMB faculty across schools and programs.
4. A productive discovery-to-delivery research model that serves as a catalyst for economic development.
5. An increase in sponsored research funding that bolsters UMB's standing as a first-class public research university.
6. A robust and dedicated research agenda related to UMB's community engagement activities.

3. STUDENT SUCCESS

Strategic Objective: *Design contemporary teaching and learning environments that are accessible and affordable to prepare students to be exemplary professionals and leaders in society.*

Strategic Outcomes:

1. Academic programs and offerings that are affordable and accessible to Maryland's residents of all races, ethnicities, and income levels.
2. Policies and practices that encourage and support innovation and experimentation with emerging approaches to teaching and learning.
3. A demonstrated commitment to interdisciplinary faculty development to spotlight, celebrate, and scale exemplary pedagogical approaches.
4. Experiential learning opportunities that allow a greater number of students to integrate their education with activities promoting leadership and advocacy skills.
5. Innovative curricular and co-curricular initiatives that multiply pathways to diverse careers and leadership opportunities inside and outside of academia.

4. INCLUSIVE EXCELLENCE

Strategic Objective: *Foster an environment that recognizes and values each member of the UMB community, enabling members to function at their highest potential to achieve their personal and professional goals.*

Strategic Outcomes:

1. Opportunities at UMB that enable faculty, staff, and trainees to excel and advance in their careers.
2. Faculty, staff, trainees, and students who are culturally competent in their engagement with each other and those they serve and lead.
3. Access to a comprehensive support network at UMB that is responsive and nurturing in promoting work-life and academic-life balance for faculty, staff, trainees, and students.
4. An inclusive environment that embraces, celebrates, and promotes UMB's diversity.

5. PARTNERSHIP AND COLLABORATION

Strategic Objective: *Collaborate internally and externally to provide impactful education, services and expertise to benefit Maryland and society at large.*

Strategic Outcomes:

1. Productive and mutually beneficial relationships with USM institutions, business, government, K – 12 education, arts, and others, to advance Baltimore and Maryland's economic goals.
2. A strategic partnership with University of Maryland College Park that can be viewed as a regional and national model of collaboration between distinct institutions with complementary missions.
3. An effective partnership, as a Baltimore City anchor institution, with surrounding communities resulting in meaningful and sustainable educational, employment, and economic opportunities that serve as a catalyst for community empowerment.
4. Wide recognition as a thought-leader and state-wide resource on policy and legislative initiatives aimed at improving the health, legal, and social wellbeing of Maryland's residents.

6. EFFICIENCY, EFFECTIVENESS, AND ASSESSMENT

Strategic Objective: *Incentivize efficiency, effectiveness, and evaluation to make more responsible and impactful use of UMB's resources.*

Strategic Outcomes:

1. Schools and administrative units with enhanced measures to evaluate the effectiveness of their programs and that use data to inform improvements.
2. A University that is perceived, internally and externally, as an institution that uses best business and operating practices to realize greater efficiency and effectiveness in the stewardship of its resources.
3. A philanthropic identity that includes a culture of giving which augments and complements UMB's other resources and supports the strategic needs of the university and its schools.
4. An institutional effectiveness program that routinely disseminate key organizational data to promote transparency and inform decision making.

The implementation of the strategic plan is guided by the following seven *Core Values*:

1. *Accountability*: The University is committed to be responsible and transparent in all areas.
2. *Civility*: Professional, ethical, respectful and courteous interactions are the expectation.
3. *Collaboration*: Teamwork fosters insightful and excellent solutions and advancement.
4. *Diversity*: The University is committed to a culture that is enriched by diversity and inclusion, in the broadest sense, in its thoughts, actions and leadership.
5. *Excellence*: The University is guided by a constant pursuit of excellence.
6. *Knowledge*: The University's industry is to create, disseminate, and apply knowledge.
7. *Leadership*: The University continuously strives to be a leader and to develop leaders.

The following planning and implementation cycle is the mechanism used to assure engagement and accountability of each school and administrative unit in developing SMART goals linked to each strategic outcome in the plan:



On an annual basis, each school and administrative unit is asked to:

1. Describe the progress made on achieving each of its goal using verifiable measures and indicators as evidence of stated progress.
2. Indicate the completion status of each goal using the following choices:
 - A. Not yet started (0%)
 - B. Preliminarily Underway (1% - 25%)
 - C. Substantially Underway (26% - 50%)
 - D. Significant Progress (51% - 75%)
 - E. Nearing Completion (76% - 99%)
 - F. Completed/Milestone Achieved (100%)

Crosswalk to the 2017 – 2021 State Plan Goals

As the table below depicts, UMB’s strategic objectives and strategic outcomes align neatly with the goals of the MHEC Maryland State Plan for Postsecondary Education: Access, Success, and Innovation.

State Plan Goals	UMB Strategic Priorities and Outcomes
<p><u>Access</u></p> <p>Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.</p>	<p><u>Theme 4: Inclusive Excellence</u> Strategic Objective: Foster an environment that recognizes and values each member of the UMB community, enabling members to function at their highest potential to achieve their personal and professional goals.</p> <p><u>Theme 3: Student Success</u> <i>Strategic Outcome #1:</i> Academic programs and offerings that are affordable and accessible to Maryland’s residents of all races, ethnicities, and income levels.</p>
<p><u>Success</u></p> <p>Promote and implement practices and policies that will ensure student success.</p>	<p><u>Theme 3: Student Success</u></p> <p>Strategic Objective: Design contemporary teaching and learning environments that are accessible and affordable to prepare students to be exemplary professionals and leaders in society.</p>
<p><u>Innovation</u></p> <p>Foster innovation in all aspects of Maryland higher education to improve access and student success.</p>	<p><u>Theme 3: Student Success</u></p> <p>Strategic Outcome #2: Policies and practices that encourage and support innovation and experimentation with emerging approaches to teaching and learning.</p>

The University’s complete strategic plan can be found at:
<http://www.umaryland.edu/strategicplan/>

CONCLUSION

Simply stated, UMB’s mission is to improve the human condition. Accordingly, we explicitly commit to enhancing access for underrepresented minorities and economically disadvantaged students, to recruiting outstanding faculty and staff who reflect the general population, and to providing education and public services that are culturally appropriate and focused on reducing

disparities in health care and legal and social services between and among the various socio-economic groups.

University of Maryland Baltimore County

Section 1. Mission Statement

“UMBC is a dynamic public research university integrating teaching, research and service to benefit the citizens of Maryland. As an Honors University, the campus offers academically talented students a strong undergraduate liberal arts foundation that prepares them for graduate and professional study, entry into the workforce, and community service and leadership. UMBC emphasizes science, engineering, information technology, human services and public policy at the graduate level. UMBC contributes to the economic development of the State and the region through entrepreneurial initiatives, workforce training, K-16 partnerships, and technology commercialization in collaboration with public agencies and the corporate community. UMBC is dedicated to cultural and ethnic diversity, social responsibility and lifelong learning.”

No changes have been made to UMBC’s previously submitted mission statement.

Our most recent strategic planning process employed our mission statement as a foundation for an inclusive process conducted by the entire campus community that resulted in the strategic goals and objectives articulated in UMBC’s new strategic plan. That was adopted in 2016. The planning exercise was integrated into our 2016 Middle States Accreditation review and the plan served as the foundation of our Middle States accreditation self-study. While this strategic planning process did not result in proposed changes to our mission statement it did result in the adoption of a new vision statement:

“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.”

As we shall detail in the supporting narrative, we believe that our current mission statement is well aligned with the USM Strategic Plan and the State Plan.

Section 2: Institutional Identity

UMBC delivers a distinctive undergraduate educational experience characterized by a strong liberal arts and sciences core, and has had remarkable growth in graduate education and research. The campus offers graduate programs emphasizing selected areas of engineering, information technology, science, public policy, and human services and is ranked #147 in federal research and development expenditures. The UMBC mission statement reflects the University's aspiration to "integrat[e] teaching, research, and service to benefit the citizens of Maryland."

UMBC is a rapidly developing university with a national and international reputation for innovation and student success, particularly in STEM. Our students have competed successfully for Rhodes, Marshall, Gates, Fulbright and Truman scholarships and claimed top national championships and awards in fields ranging from cybersecurity and chess to theatre and dance. UMBC led the *U.S. News* national university rankings for strong commitment to undergraduate teaching for seven years. UMBC is currently ranked #13 among National Schools providing the "Best Undergraduate Teaching," alongside Princeton, Yale, and Berkeley in the Top 20.

UMBC was ranked No. 1 in the *U.S. News* rankings of "up and coming" universities for six consecutive years. In the fall 2015 ranking of "most innovative schools," UMBC was No. 4 in the nation. These rankings reflect results of a poll of presidents, provosts, and admissions officers at other national research universities. *Times Higher Education* has five times recognized UMBC as one of the world's top 100 young universities for strong research, innovation, and an international outlook. The *Princeton Review*, *Kiplinger's Personal Finance*, and *Fiske Guide to Colleges* have repeatedly named UMBC a "best value" university. *The Chronicle of Higher Education* has recognized UMBC as a "great college to work for" for six consecutive years, highlighting the campus on its "honor roll" for the past four years.

When UMBC was established in 1963, the law insisted that qualified students from all backgrounds could attend. Thus, we refer to ourselves as a "historically diverse institution." That birth has shaped our identity. In serving the people of the state of Maryland, one way we exercise social responsibility is to foster a diverse campus community. For example, more African American MD-PhD graduates earn their bachelor's degrees at UMBC than at any other US institution over the past five years – with a total that is more than double that of the next institution, Yale University, according to the Association of American Medical Colleges (AAMC).

Most of our academic programs are offered on our 500-acre main campus near Baltimore with some programs offered at the Universities at Shady Grove campus—a partnership of nine USM institutions—in Rockville, Maryland. UMBC offers 55 majors and 35 minors, as well as 24 certificate programs, spanning visual and performing arts,

engineering and information technology, humanities, sciences, pre-professional studies, and social sciences. UMBC's Graduate School offers 41 masters degree programs, 24 doctoral degree programs, and 24 graduate certificate programs. UMBC's Division of Professional Studies offers an array of professionally focused master's degrees, graduate certificates, individual courses, and non-degree training programs. Thirty-five new academic programs have been added since 2006, including three new departments: gender and women's studies, media and communication studies, and marine biotechnology.

The fundamental elements of UMBC's institutional identity, UMBC's distinctiveness and strengths are articulated in our mission statement. They are:

UMBC is a public research university that effectively integrates teaching and learning, research, service and community engagement. UMBC balances high quality undergraduate and graduate education that fully integrates research and applied learning into the student experience, thus offering a distinctive undergraduate experience for all of our students.

While a large proportion of our undergraduate students major in STEM fields, UMBC's academic identity is based upon a strong undergraduate liberal arts foundation. UMBC aims to offer our undergraduate students an honors university experience that combines the learning opportunities of a liberal arts college with the creative intensity of a top research university. While UMBC enrolls the majority of undergraduates and graduates in those areas described in our mission statement (science, engineering, information technology, human services and public policy), UMBC provides a broad-based curriculum and student experiences with a liberal arts core, expressed both through the requirements and functional competencies that are expressed through our comprehensive general education program and through an emphasis on the development of leadership skills, the responsibilities of citizenship and community engagement through both curricular and co-curricular programs. Consistent with UMBC's commitment to the liberal arts as a foundation for all students, no matter what their major, we maintain excellence in research and scholarship across all disciplines and inter-disciplines.

UMBC has built and maintains our research and creative activity within one of the country's most inclusive graduate education communities. At the graduate-level UMBC provides a focused set of programs that emphasize science, engineering, information technology, human services and public policy. This is reflected in the strength of research, scholarship and technology transfer activities in these focused areas.

UMBC contributes to the economic and community development of the State and the region through workforce development (especially in STEM fields) entrepreneurial initiatives, workforce training, K-16 partnerships, and technology transfer and commercialization.

UMBC is dedicated to cultural and ethnic diversity through its inclusive academic programs, emphasis on social responsibility and lifelong learning and commitment to community engaged scholarship and learning. We consider the core of our mission to be the concept of “inclusive excellence”. Last year, 16 percent of our undergraduate students were African American, 18 percent were Asian American, and 6 percent were Hispanic or Native American. Approximately 40 percent of each year’s new undergraduates are transfer students, originating primarily from Maryland’s community colleges. UMBC was designated a Minority Serving Institution for the U.S. Department of Education in February 2017.

Many of the important advances on the UMBC campus in the past ten years reflect our embrace of excellence, inclusion, and innovation. These advances will continue and will be expanded aligned with UMBC’s current strategic plan. Some examples include:

- Growth in enrollment at both the undergraduate and graduate levels, especially at a time when other universities struggled to maintain their size. (We have had a 40 percent increase in freshmen applications over the past five years.)
- Widespread development and implementation of innovations in teaching, learning, and student support. We added departments, courses, and more than 30 programs; student-affiliation opportunities; transfer-student support; assistance for near-completers; and opportunities for real-world connections in an increased numbers of internships, volunteer placements, and programs in the Alex. Brown Center for Entrepreneurship. Pedagogical innovations include redesigned courses, “flipped” classrooms, active-learning classrooms and team-based learning.
- Research-infrastructure expansion, including creation of the patent office, new internal seed-funding and core research facilities, and institutionalization of collaboration with the University of Maryland, Baltimore.
- Programs for increasing the number of women faculty and students in STEM fields where they are underrepresented (such as UMBC ADVANCE) and for growing the number of faculty and graduate students who are members of underrepresented minority groups (such as the PROMISE program).
- Introduction of a budgeting process that closely ties expenditures to strategic goals while retaining the broad-based inclusiveness of the University’s shared-governance structures and processes.
- Opening of the Performing Arts and Humanities Building (2012, 2014), which provides cutting-edge facilities for music, dance and theater; renovation of the Fine Arts—to be renamed the Global, Cultural, and Visual Studies—Building, which addresses critical space shortages in both the academic and research

programs (2015); planning for a new Interdisciplinary Life Sciences Building to open in fall 2019. From 2006 to 2016, \$455 million was provided for the construction of new facilities and the renovation of existing ones.

- Strengthening of our internal research and evaluation operations represented by a new name for our institutional research unit: the Office of Institutional Research, Analysis, and Decision Support (formerly Office of Institutional Research, now IRADS). Along with our Division of Information Technology, IRADS established a data warehouse and reporting system that has greatly enhanced the use of data for improvement.

Our current and future priorities for academic program development and new programs at both the undergraduate and graduate levels are consistent with our current mission statement and with the State plan. We will continue to provide a broad-based undergraduate curriculum and with a liberal arts core, and graduate and professional programs with emphasis on science, engineering, information technology, human services and public policy. We will continue to build upon our strength in interdisciplinary programs and expand our offerings at USG with particular emphasis on STEM fields (such as information, life sciences, computing sciences and engineering sciences). A comprehensive list of all UMBC's majors and the programs offered is included in Appendix 1.

Section 3. Institutional Capabilities

Founded in 1966, the University of Maryland, Baltimore County (UMBC) is a public research university in the Baltimore-Washington corridor. It is a member of the University System of Maryland (USM). Under the Carnegie Classification of Institutions of Higher Education, UMBC is termed a doctoral university with higher research activity. Carnegie also classifies UMBC as primarily residential.

UMBC's fall 2017 enrollment of 13,662 included 11,243 undergraduate students (85 percent of whom were full-time) and 2,596 graduate students (45.7 percent of whom were full-time). More than 67 percent of the 1,772 new freshmen in fall 2017 and 49 percent of the 1,242 new transfer students declared majors in science, technology, engineering, and math (STEM). Over recent years, these are also our areas of strongest enrollment growth at the undergraduate and graduate levels. Over the past decade, UMBC's undergraduate headcount enrollment has grown by over 20 percent and over the same period graduate enrollment has increased by over 15 percent.

UMBC is a highly selective university. The average SAT score of freshmen who joined UMBC in the fall of 2017 was 1251 with an average high-school GPA of 3.82. UMBC is a highly residential campus with approximately half of all full-time undergraduates and 75

percent of all freshmen live on campus. Our student body continues to reflect the diversity of Maryland from which we draw more than 80 percent of our students. UMBC is home to 533 full-time instructional faculty.

A listing and description of all academic programs is provided appendix 1. Over the past decade, UMBC's undergraduate headcount enrollment has grown by over 20 percent and over the same period graduate enrollment has increased by over 15 percent. Growth in undergraduate students enrolled in STEM degrees has doubled during the same period.

UMBC's key research themes comprise *Environmental Sciences and Engineering*, especially Atmospheric Physics, Remote Sensing and Contaminant Remediation; *Life Sciences & Biotechnology*, including Marine Biotechnology and Health Sciences; and *Computer Information Systems & Engineering*, with special focus on Cybersecurity and Cognitive Analytics; as well as *Health Equity, Policy Studies and Public Humanities and Art*. UMBC is among the fastest-growing research universities in the nation. Annual extramural research expenditures in FY 2017 were \$78.5 million, a remarkable growth from only \$20 million in 1996. These overall expenditures include \$52 million provided by federally funded programs. UMBC is ranked #147 in federal research and development expenditures, and #168 in overall R&D expenditures in FY2016 out of 640 institutions surveyed, according to the current NSF Higher Education Research and Development (HERD) survey. UMBC is ranked among the Top 20 US universities in NASA funding. UMBC's NASA-funded centers at NASA Goddard are the *Joint Center for Earth Systems Technology (JCET)*, the *Goddard Planetary Heliophysics Institute (GPHI)* and the *Center for Space Sciences and Technology (CSST)*. UMBC has a leadership role on the recently awarded *Federally Funded Research and Development Center (FFRDC)* for Cybersecurity under the NIST National Cybersecurity Center of Excellence – a partnership between the University System of Maryland (UMBC and UM College Park) and MITRE. The contract for this FFRDC has a maximum value of \$5 billion over 25 years.

UMBC junior faculty members have secured 35 *NSF CAREER Awards* since 1995. UMBC's Dr. Michael Summers, Robert E. Meyerhoff Chair of Excellence in Research and Mentoring, University Distinguished Professor of Chemistry and Biochemistry and one of only two Howard Hughes Medical Institute Investigators at a public university in Maryland, was elected to National Academy of Sciences in 2016. His research is aimed at understanding how retroviruses assemble and how they specifically recognize and package their genetic material.

UMBC is committed to providing the infrastructure—physical, technological, financial, organizational, and cultural—that will advance research, scholarship, and creative achievement by faculty and students. During the latest Middle States accreditation cycle, which has been marked by federal-budget uncertainties, a major goal has been to continue to build the capacity for faculty to compete for contract and grant awards from diverse sources. Also in response to the difficult economic climate, the campus

established a research-initiative venture fund providing seed money across all disciplines, developed core research facilities supporting a wide range of faculty, and initiated new research centers that leverage state or federal funding. UMBC's commitment to innovative approaches to student success has enabled the University to build a substantial institutional-level research program in STEM education that is externally supported through grants totaling approximately \$22 million since 2010. In FY 2016 UMBC's external funding for research totaled more than \$80 million, up from \$58.5 in FY 2005.

In addition to these teaching and research missions, UMBC serves the state of Maryland through other means, as expressed in our mission statement. UMBC's government and industry partnerships advance entrepreneurship, workforce training, K-16 education, and technology commercialization, contributing to the state's economic development. More than 100 companies and organizations (primarily in the technology, bioscience, and environmental areas) are located at the bwtech@UMBC Research and Technology Park, home to Maryland's first cyber-business incubator. Two groundbreaking programs at the park, ACTiVATE and INNoVATE, work to increase the number of nontraditional entrepreneurs. The Park's companies typically employ more than 100 UMBC student interns a semester and regularly partner with faculty on challenging research problems, while creating thousands of jobs and generating significant tax revenue for Baltimore County and the state. Additionally, our Education Department trains teachers and provides professional development opportunities for teachers throughout central Maryland in partnership with Maryland school districts.

UMBC is organized into functional units that reflect and support our identity as a research university and support the execution of our mission. These are described in the remainder of this section and consist of:

- The Office of the President
- The Office of the Provost
- The Division of Academic Affairs
- The Division of Student Affairs
- The Division of Information Technology
- The Division of Administration and Finance
- The Office of Institutional Advancement

UMBC operates an effective shared governance system according to UMBC's Plan of Organization and coordinated through the University Steering Committee consisting of the leadership of the faculty, staff and student senates. Leadership activities are

coordinated through the President's Council, the Council of Deans and the Council of Vice Presidents and Deans.

The Provost and Senior Vice President for Academic affairs oversee **The Division of Academic Affairs**. The division incorporates a number of academic units (colleges and schools) and academic affairs other units that support the academic mission of the university. The division includes UMBC's three colleges that are home to the majority of UMBC's academic programs at both the undergraduate and graduate.

The College of Arts, Humanities and Social Sciences includes departments and programs from the visual and performing arts, the humanities, education and the social sciences (including UMBC's School of Public Policy). The college includes several centers supporting research and scholarship in these areas including The Maryland Institute for Policy Analysis and Research (MIPAR), the Drescher Center for the Humanities and The Center for Innovation, Research and Creativity in the Arts (**CIRCA**) and the Imaging Research Center (IRC).

The College of Natural and Mathematical Sciences includes departments and programs in the physical sciences, life sciences, mathematics, statistics and marine biotechnology. The college is home to several centers supporting research and scholarship in these areas including the Center for Research and Exploration in Space Science and Technology (CRESST), the Goddard Planetary Heliophysics Institute (GPHI) and the Institute of Marine Environmental Technology (IMET).

The College of Engineering and Information Technology includes departments and programs in engineering, computing and information sciences. The college supports several research centers including the Center for Advanced Real Time Analytics (CARTA), the Center for Advanced Sensor Technology (CAST), the Center for Urban Environmental Research and Education (CUERE), the Center for Women in Technology (CWIT) and the Center for Cybersecurity.

Reporting to the Provost and offering academic programs are the Department of Social Work, the Erickson School (undergraduate and graduate studies in the management of aging studies), the Interdisciplinary Studies program and UMBC's minor in Entrepreneurship. The Erickson School's prepares, through academic programs and professional development activities a community of leaders who will use their education to improve society by enhancing the lives of older adults by offering undergraduate and graduate programs in the management of aging services.

Several academic affairs "other" units are situated in the division of Academic Affairs.

The Office of Institutional Research, Analysis, and Decision Support (formerly Office of Institutional Research, now IRADS) working in collaboration with UMBC's Division of Information Technology is responsible for advanced data warehousing and reporting

system. IRADS also works with the recently developed Analytics and Institutional Assessment group to use data and advanced analytics tool for improvement, with a particular focus on the improvement of student success through predictive analytics.

Professional masters programs, summer and winter programs and academic programs at USG offered in collaboration with academic departments in each of the colleges are administered by the *Division of Professional Studies* led by a Vice Provost. Also reporting to the Provost in the division of academic affairs are the academic affairs other units: the office of student disability services, the office of academic opportunity programs the office of the vice president for research (VPR) the office of enrollment management and financial aid, the Shriver Center, undergraduate academic affairs (UAA) and the graduate school. The graduate school oversees graduate academic programs in collaboration with academic departments in each of the colleges and professional graduate programs offered through the division of professional studies.

The Office of the Vice President for Research incorporates the office of research development, the office of sponsored programs, the office of compliance and research protections and the office of technology development. The mission and function of The Office of Research Development (ORD) is to serve faculty, students and staff by expanding the opportunities they have to engage in new scholarly activity. The Office of Sponsored Programs (OSP) is institutionally responsible for all pre-award and non-financial post-award functions, including proposal submissions, the negotiation and acceptance of all sponsored agreements on behalf of UMBC, award modifications, sub-recipient monitoring and non-financial closeout of awards. OSP works with the unit administrators to provide assistance to faculty/staff with proposal preparation, applicable sponsor guidelines, as well as sponsored projects training, education and communication. OSP works closely with the Office of Contract and Grant Accounting (OCGA) in managing all extramural awards and campus outreach initiatives for sponsored projects. The office of technology development (OTD) assists the UMBC community in all phases of intellectual property protection and commercialization including: evaluating disclosed inventions for patent ability and market potential; filing patent applications, copyright and trademark registrations; reviewing and negotiating material transfer agreements and non-disclosure agreements related to UMBC technologies; negotiating technology licenses; license monitoring and revenue distribution and assisting entrepreneurial faculty in new company formation. The Office of Research Protections and Compliance (ORPC) provides a centralized resource to ensure UMBC conducts its research activities in a manner consistent with federal, state and institutional regulatory requirements.

The Albin O. Kuhn Library & Gallery promotes intellectual growth and creativity by developing high quality collections, facilitating access to information resources, and furthering innovative teaching and learning. In support of the University's mission, our Library is dedicated to diversity, social responsibility, and lifelong learning.

The Office of Enrollment Management oversees and coordinates Undergraduate Admissions and Orientation, Financial Aid and Scholarships, Academic and Pre-Professional Advising and the Office of the Registrar.

The Office of International Education Services (IES) is dedicated to supporting and facilitating global academic initiatives by advancing the international exchange of students, scholars and faculty and by providing leadership in intercultural learning through study abroad.

The Division of Undergraduate Academic Affairs (UAA) supports the academic pursuits of undergraduate students from all colleges and programs from enrollment to graduation. Through personalized and structured programs, UAA provides an enriching, innovative environment in which undergraduate students learn to study effectively, achieve their academic goals, and engage in a distinctive undergraduate experience. The mission of UAA is to lead and connect to the UMBC community by coordinating university-wide initiatives designed to support students toward successful completion of their academic journey at UMBC and to ensure they are prepared to meet the challenges of the future. UAA is involved in developing and revising curricula, programs, and academic policy and in fostering external relations to deliver a distinctive experience for all undergraduates. UAA also oversees UMBC's Meyerhoff program and the Women's Center.

The Shriver Center address critical social challenges by bridging campus and community through engaged scholarship and applied learning to lead meaningful social change through transformational higher education and community partnerships. Working in collaboration with academic departments and programs the Shriver Center provides support for service-based and applied learning experiences for all students. The Shriver Center coordinates service learning through Community-Based/Nonprofit Partnerships, P-14 Connections, the Shriver Living Learning Community, the France-Merrick Scholarship Program and MDCCC Americorps Vista. It houses the Shriver Peaceworker Fellows Program, Peace Corps Prep Program, The Choice Program at UMBC (including Choice Jobs, Choice Education and the Flying Fruit Fantasy Social Enterprise). The Shriver Center also coordinates several Public Service Scholars programs including the Governor's Summer Internship Program, the Nonprofit Leadership Program, the Public Service Law Fellows Program and the MDOT Fellows Program.

The Office of Academic *Opportunity* provides resources and support to students who are traditionally underrepresented, including low-income, first generation, and minority students, in post-secondary education in order to facilitate academic success. The unit coordinates with departments on campus, as well as, agencies off campus to develop programming specifically designed to improve student outcomes. Activities are directed toward pre-college students who seek enrollment in post-secondary institutions, UMBC students who strive for academic success, and students interested in enrolling in

graduate study. The Office houses UMBC's US Department of Education funded TRIO programs and the National Science Foundation funded Louis Stokes Alliance for Minority Participation (LSAMP). These programs provide services such as summer programs, tutoring, academic advising, mentoring, and test preparation to eligible students.

The mission of *the Office of Student Disability Services (SDS)* at the University of Maryland, Baltimore County (UMBC), is to ensure that UMBC students with disabilities are afforded an equal opportunity to participate in and benefit from the programs, services, and activities of the University through the provision of accommodations and reasonable modifications that result in equal access and full inclusion. Student Disability Services' goals are: to provide a welcoming, encouraging, and empowering environment for students with disabilities; to foster an institutional climate supportive of success to students with disabilities where students are recognized for their abilities rather than their disabilities; to coordinate accommodations that will allow students equal access to University courses and programs; to increase retention and graduation rates for students with disabilities. SDS provides: accommodations for students with disabilities for all students "qualified" under the Americans with Disabilities Act (ADA and ADAA) and Section 504 of the Rehabilitation Act of 1973, who request and are eligible for services; proctored exams outside of the classroom, note-taking assistance, sign language interpreters, transcription, and adaptive technology are examples of accommodations coordinated by SDS to support students with disabilities in reaching their academic goals.

The Hilltop Institute at UMBC is a non-partisan health research organization—with an expertise in Medicaid and in improving publicly financed health care systems—dedicated to advancing the health and wellbeing of vulnerable populations. Hilltop conducts research, analysis, and evaluations on behalf of government agencies, foundations, and nonprofit organizations at the national, state, and local levels. Hilltop is committed to addressing complex issues through informed, objective, and innovative research and analysis. Hilltop's interdisciplinary team of professionals includes clinicians, economists, attorneys, financial analysts, social scientists, and SAS programmers. Hilltop staff have extensive experience in health services delivery, data systems design, and public policy analysis. Hilltop has renowned expertise in Medicaid and in improving publicly financed health systems to increase access and positive outcomes for vulnerable populations. Formed in 1994 in a unique collaboration with the Maryland Medicaid program, Hilltop has grown to address issues that touch upon not only Medicaid, but also other publicly administered programs such as aging services, public health, Medicare, behavioral health, oral health, state coverage initiatives, and federally funded AIDS initiatives. In addition to initiating its own research, Hilltop performs a wide variety of health services research activities for state and local agencies in Maryland, as well as other state, regional, and local agencies; the federal government; and private foundations.

The Division of Student Affairs is led by the Vice President for Student Affairs and facilitates learning and prepares students for success in our multi-cultural and increasingly global society and workforce. The division provides and co-creates programs, services, systems, facilities and environments that foster learning and personal development by 1) collaborating with and facilitating relationships between students and among students, faculty, staff and others from the university and community to integrate curricular and co-curricular experiences, 2) leveraging the expertise within student affairs to assist faculty, staff and students in areas of strength such as interpersonal and cultural competence; civic engagement, community and leadership development; workforce and career development; public health and safety. The Division of Student Affairs incorporates the following offices:

The Office of Campus Life facilitates a student-centered learning environment that fosters a welcoming, safe and inclusive campus culture. The office cultivates self-aware, engaged global citizens and leaders through developmental opportunities and applied learning. We strengthen relationships between members of our vibrant community through an ethic of care and service.

The UMBC Career Center, within the Division of Student Affairs, aims to empower all students and graduates to create their own success stories. We work with students at every academic level, from first-year freshmen to graduate students. Our services include career advising and counseling, networking events, on-campus recruiting, career and professional skills education, and applied learning opportunities (internships, co-ops, and research).

The Counseling Center and University Health Services offer professional healthcare, wellness and psychological services to UMBC students to enhance their personal growth, enrich their lives, and maximize their ability to function successfully academically. The Counseling Center further strives to contribute to the mental and emotional health of the campus community through consultation, outreach, training and educational programs. All professional services at the Counseling Center are provided or supervised by licensed clinicians. Services include individual counseling, group counseling, and a variety of psycho-educational programming (e.g., time management, stress management, test anxiety, procrastination). Both personal and career concerns can be addressed at the Counseling Service, and all counseling services are free and confidential. University Health Services (UHS) provides high-quality, effective health care and health education services to the UMBC campus community. UHS assists students, faculty and staff in becoming knowledgeable consumers in the health care system and maintaining a healthy campus community.

The Office of Off-Campus Student Services' mission is to respond to the diverse needs of UMBC students who live off campus including first-year first time transfer students returning and veteran populations, by providing services, programs, educational

support, outreach and advocacy to assist them in making a successful transition to the University community.

The Office of Residential Life (RL) is responsible for operating and maintaining the residential facilities as well as coordinating programs and services for approximately 3,900 students who live on campus. UMBC's Residential Life program not only provides living environments that are clean, secure, and convenient to classes, but also provides students with growth and development opportunities.

UMBC Transit provides a safe and friendly shuttle bus experience for all members of the UMBC community. Our courteous and reliable service enables students, faculty, and staff to commute to campus from homes in Catonsville, Arbutus and other surrounding communities free of charge. The Halethorpe/Satellite service connects our students to the satellite parking lot, as well as the UMBC Research Park, thereby providing a safe and convenient means of accessing their own means of transportation. Additionally, many of UMBC's residential and commuting students find our shuttle services convenient for taking advantage of other opportunities and destinations near campus such as grocery stores, dry cleaners, banks, and the Arundel Mills Mall without having to use their own cars at all.

The Division of Student Affairs is also responsible for *UMBC's Athletics, Physical Education and Recreation*. UMBC competes at the NCAA Division I level in 19 varsity sports. The Retrievers are members of the America East Conference. It supports a strong club sports program and offers a variety of opportunities for students to participate in intramural competition. All students, faculty and staff have access to a wide array of open play and fitness activities held in the Retriever Athletic Center and on exterior courts and fields. All undergraduate students are required to complete two semesters of physical education as part of graduation requirements.

The Office of Institutional Advancement (OIA) supports the University's mission and strategic priorities through telling the UMBC story, building partnerships with community stakeholders, engaging alumni with the experiences of current students and faculty, and raising money to support students, faculty, and programs. The Office houses UMBC's communications, marketing, advancement services and donor relations, corporate and foundation relations, major gifts and alumni relations.

The Division of Administration and Finance serves the University's core mission of teaching, research, and service; and to sustain the resources of the University. The Administration and Finance Division serves UMBC's core mission of instruction, research and service through strong financial management and stewardship, compassionate and professional human resource leadership, effective business services and infrastructure, and by sustaining a safe and attractive campus. In support of its mission, the Division of Administration and Finance is organized in several departments:

The Financial Services Department oversees the accounting and financial reporting, accounts receivable, accounts payable, budget and resource analysis, cash management, plant accounting and inventory, debt management, contracts and grants, commitment accounting, and student accounts and payments. The Department of Human Resources is the campus resource center for providing professional services and information in the areas of: employment, benefits, compensation and classification, training and development, payroll, employee relations, policy, administration, and human resources data management and reporting.

The Department of Student Business Services (SBS) is the office that bills students, collects tuition and fees and issues student refunds. We process student payments, tuition remission, military waivers and post payments to student accounts from outside agencies.

The Facilities Management Department provides planning, design, construction, operations and maintenance of UMBC's facilities, grounds and utilities. In addition, we are committed to superior customer service in all we do, strive to be customer-focused, as well as effective stewards of the university's limited resources. The department maintains 70 university buildings on 512 acres of grounds and provides service to nearly 3.7 million gross square feet of space.

The Department of Procurement procures goods and services using best value practices while working collaboratively to meet the needs of our customers. The office ensures the University's procurements are conducted in a competitive, fair and open environment and in full compliance with applicable policies, laws, and regulations. We identify opportunities to establish contracts that capitalize on the University's buying power and work closely with the institution's community to ensure contract compliance.

The UMBC Office of Environmental Safety & Health (ESH) provides various services that provide the tools for a healthy and safe environment for the university community. ESH also serves the University Community by providing technical support, information and training, consultation and periodic audits of environmental, health and Safety practices and regulatory compliance.

Management Advisory Services (MAS) at UMBC is the department the campus community can rely on for assistance with issues surrounding all campus audits, help complying with State laws and USM/UMBC policies, and/or assistance with the implementation/review of general business practices. The mission of MAS is to (1) advise, assist and educate the campus by evaluating policies and procedures, business practices and internal controls, resulting in more informed managerial decisions and efficient operations; and (2) monitor, coordinate and guide the campus through the various internal and external audit processes.

The UMBC Police Department provides a safe and secure environment that enhances the quality of life for the university community. The department is committed to the prevention of crime; protection of life and property; preservation of peace, order and safety, enforcement of laws and university policies and the safeguarding of individual rights guaranteed by the U.S. Constitution. With community service as its foundation, the UMBC police department investigates crimes as well as incidents that may impact campus safety to seek solutions to foster a sense of security by working in collaboration with the community, treating all individuals within our jurisdiction with respect, fairness and compassion and earning public trust and confidence by holding ourselves to the highest standards of performance and ethics. To fulfill its mission, the department is dedicated to providing a quality work environment and personnel development of our members through effective training and leadership.

The Division of Information Technology (DoIT) works closely with the campus and its stakeholders to make certain that the IT project portfolio adequately supports the campus mission. The CIO is a member of the Vice President & Deans Council, the leadership group that oversees the strategic, policy, and operational objectives for UMBC. The IT Steering Committee is organized by the Provost's Office and co-chaired by the CIO. This committee oversees policy and strategic direction of IT, especially as it pertains to the academic enterprise. This committee has representatives from the faculty, staff and student senates, stakeholders from each division, and representatives from departments that are large consumers of IT services.

The Campus Systems Executive Committee is focused on using technology to support administrative systems and business processes at UMBC. For policy or strategic direction it reports through the IT Steering Committee. Members include leaders from Enrollment Management, Financial Services, Human Resources, Institutional Research, Graduate School, Continuing and Professional Studies, Division of Undergraduate Education, and Information Technology.

The Faculty Senate Computer Policy Committee is a standing committee of the Faculty Senate and is charged with reporting to the Senate on IT issues of interest to the faculty. The Data Management Committee oversees the data warehouse and campus-reporting infrastructure to insure data security, access, and quality. It reports to the Campus Systems Executive committee for operational planning and the IT Steering Committee for policy.

The Campus Classroom Committee (organized by the Provost's Office) oversees classroom management, including instructional technology. The Blackboard Advisory Committee – this committee focuses on the operational and policy decisions related to the timing of upgrades, or other proposed changes, related to Blackboard Learning Management System.

Planning for information technology has been driven by three major efforts over the last decade. The 2000 IT Strategic plan laid the framework and vision for UMBC IT services, especially administrative services, that resulted in the implementation of PeopleSoft for HR, Finance, and Student Administration. The Richness & Reach plan focused on creating a technology enriched learning environment in support teaching and learning. The IT restructuring report focused on the question of centralized vs. decentralized and identified opportunities for leveraging IT to improve UMBC and save money.

Section 4. Institutional Objectives and Outcomes

The goals of UMBC's strategic plan call for excellence—in our research-linked undergraduate program, our graduate programs, and in the research and creative achievements of our faculty. The excellence we envision draws from diversity both as a matter of strategy and of moral commitment. The shorthand we often use for this overarching goal is “inclusive excellence.” We have become one of America's distinctive public universities by pursuing inclusive excellence. We also, characteristically, emphasize innovation as a means to such excellence.

UMBC has a strong and sustained culture of building consensus around a set of strategic goals rooted in our mission. The University Leadership Retreat and the shared governance process, in addition to broad participation by a wide array of stakeholders, ensures that UMBC's mission, vision, and goals are clearly defined and well understood by the campus community. UMBC has documented the strategic investments made to support its goals, and periodically updates the campus on those investments.

During the period in which our strategic plan evolved from *A Strategic Framework for 2016* through to our current plan, UMBC has become a markedly more complex institution, dividing, for example, the College of Arts and Sciences into two separate colleges and growing awards for research from under \$60 million in 2005 to nearly \$80 million in 2015. Our mission, however, has remained the same. We are committed to our students, their learning, and efforts to improve their performance and success. We are committed to advancing the body of knowledge through engaged scholarly research. We are committed to strengthening the community our members live and work in by, first, providing our students with the knowledge that they need to be productive members of society and to promote positive social change and, second, by using our research to advance the human condition.

Our decisions will continue to be guided by our mission as interpreted through our strategic plan, consistent with the USM Strategic Plan and the State Plan. UMBC's current plan adopted in 2016 contains four primary objectives, supported by 13 strategic goals, 42 supporting objectives, and numerous measures of success. The following recommendations will aid in the success of the strategic plan:

- Achieving the strategic plan's goals will depend on efficient allocation of our existing resources, strong enrollments, continued improvement in student success, and growth in research funding, strategic partnerships, and alumni engagement. To these ends, UMBC will strengthen its commitment to a culture of continuous improvement.
- The new strategic plan contains numerous measures of success and makes a major commitment to analytics and assessment to increase student learning and student success, improve resource allocation, and aid our ability to make decisions in an environment where resources are likely to grow slowly. UMBC will need to build its analytics and assessment capabilities and put an organizational structure into place that allows University leaders to use analytics proactively with efforts coordinated across divisions and offices. We need to develop the ability to make evidence-based decisions that advance our goals. This ability is currently at an early stage of development at UMBC and in higher education generally.
- Important steps have already been made in our ability to use data and analytics to measure progress toward our goals with the development of the REX data warehouse. Further important steps to use data and technology to support our goals of reducing time to degree have been made with UMBC's recent development of Course Scheduler software, which improves students' abilities to plan their coursework. Our acquisition of the Education Advisory Board's Academic Performance Solutions helps us to better understand potential constraints on our ability to educate students, identify courses that might be impediments to graduation, and pinpoint ways that we might make our academic operations more efficient. Our participation (as part of a USM effort) in the Performance Analytic Reporting's Student Success Matrix project helps us to track the interventions we have made in support of student success and whether these interventions are effective. We need to take advantage, however, of developments in data science and modeling that allow us to identify the impact of policies and interventions in order to better assist at-risk students.

UMBC's strategic goals, objectives and outcomes are strongly aligned with the State Plan as demonstrated by the implementation of UMBC's strategic plan that guided our activities between 2004 and 2016 and by UMBC's new strategic plan that was adopted in 2016.

As described in UMBC's new strategic plan, we view academic transformation and innovation, the advancement of research excellence, the student experience and development of effective partnerships as the drivers of student success and readiness, access, support of our communities and the business sector, workforce development and technology transfer and commercialization.

Specifically, UMBC's 2016 strategic plan describes primary goals and strategic objectives in four focus areas that encompass the strategic goals and objectives of the State Plan.

In the following we described the fundamental elements of UMBC's current Strategic Plan and provide a crosswalk between this plan and the State Plan in the attached matrix (appendix 2)

1. The Student Experience.

The primary strategic goal of this focus area is the creation of vibrant, exceptional, and comprehensive undergraduate and graduate student experiences that integrate in- and out-of-classroom learning to prepare graduates for meaningful careers and civic and personal lives.

This area includes five goals with related supporting objectives:

- **Increase degree completion and shorten students' time to degree.**
 - Adopt a more efficient and effective approach to course planning, academic pathways, and scheduling to improve undergraduate and graduate student progression through academic programs.
 - Expand the amount, type and utilization of informal space on and off campus that is available to students to study together, collaborate on creative work, recreate, socialize, or interact with faculty and staff. These spaces should create opportunities for informal peer-to-peer communication and relationships that increase sense of community, retention, and graduation rates.
- **Systematically improve the quality and consistency of academic advising and mentoring of undergraduate and graduate students.**
 - Better define expectations for advisers and peer mentors by examining successful models on campus for replication, and revise standards, training, and support accordingly.
- **Leverage the strength of UMBC's compositional diversity by increasing the cultural and global competencies of all students.**
 - 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.
 - Increase significantly the diversity of tenure-track faculty.
 - Research student perceptions of staff diversity to better understand the effects of staff compositional diversity in the student experience and guide staff diversity priorities.

- **Continue to build a campus culture that creates, supports, and expects applied learning experiences that present a wide variety of options for all students (e.g., study abroad, internships, cooperative education, service learning, engaged scholarship, artistic performance, and teaching and graduate assistantships).**
 - Increase support and incentives to improve the quality and variety of applied learning experiences so that every UMBC student engages in and reflects on a significant applied learning experience prior to graduation.
- **Promote the health and well-being of students as a foundation for academic and life success.**
 - Improve student services to significantly increase students' satisfaction with hours, availability, and responsiveness of services used and needed by undergraduate and graduate students, including access to off-campus services, venues, and social opportunities.
 - Improve support for undergraduate and graduate students who feel overwhelmed and experience anxiety as a result of academic and career insecurity and poor emotional health.
 - Improve the promotion of campus activities (such as athletic, social, cultural, and performing arts events) to faculty, staff, and students in an energetic, holistic, and comprehensive fashion.
 - Work to increase students' pride in UMBC to higher levels.

2. Collective Impact in Research, Scholarship, And Creative Achievement

The overarching strategic goal of this focus area is to 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.

- **Increase national prominence in selected multidisciplinary areas spanning the arts, engineering, humanities, information technology, natural sciences and mathematics, and social sciences. 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.**

- Vigorously promote a campus culture of multidisciplinary collaboration and multidisciplinary research, scholarship, and creative activity. Continue to encourage multidisciplinary activities by supporting interdisciplinary programs and centers.
 - Increase communication, information gathering/sharing, and training about opportunities related to scholarship, research, and creative activities.
- **Increase UMBC's research prominence through sustained investment in faculty and staff hiring, retention, and development.**
 - 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. Fully recognize the importance of creative activities, scholarship, and research, and where appropriate, technology transfer and commercialization, in hiring and promotion, merit and workload processes, and decisions.
 - Increase research productivity by attracting and recruiting outstanding doctoral students. This requires proactive recruitment efforts including targeted talent identification plans (to incentivize undergraduate students to consider UMBC), better incentives/financial support, as well as additional graduate assistant positions.
 - **Increase incentives for internal and external collaborations by rewarding and recognizing cross-field and inter-institutional partnerships during merit calculations, review periods, and workload policy development.**
 - Align faculty teaching and service expectations with faculty research activity. Efforts should be made to more effectively balance these expectations for research-active and non-research-active faculty by instituting variable teaching and service loads based on research activity, developing opportunities for research-related release time (including time to mentor research by undergraduate and graduate students), and better aligning research priorities with other campus responsibilities.
 - **Position UMBC faculty to win prestigious national and international awards and honors for scholarship, creative activities, and research and grow UMBC's funded research portfolio to achieve annual research expenditures that consistently place the university among the top 150 institutions in the nation.**
 - Improve infrastructure and support for research, creative activities, and scholarship by investing in state-of-the-art research facilities and

equipment such as shared instrumentation, studio space, and library resources. As research infrastructure is improved and expanded, add qualified technical staff to support research laboratories, studios, arts venues, the library, grant support (pre- and post-award), etc.

3. Innovative Curriculum and Pedagogy

The overarching strategic goal of this focus area is to develop innovative curricula and academic programs that support and enhance the success of our undergraduate and graduate students and prepare them for meaningful careers, lifelong learning, and engaged citizenship; and thereby enhance our position as a national leader in undergraduate and graduate education.

- **Provide exemplary support for educators in creating state-of-the-art undergraduate and graduate curricula delivered through innovative and effective approaches to teaching and learning.**
 - Enhance the capacity of the Faculty Development Center to provide support for research on and training in best pedagogical practices and transform it into the Center for Teaching Excellence (CTE).
 - Increase the size and diversity of full-time faculty and their engagement in first- and second-year student learning experiences.
 - Expand opportunities for advancement, prestige, and increased salaries for full-time lecturers.
 - Expand opportunities for advancement and professional development by part-time faculty.
 - Reappraise and update policy and practice to take into account the amount of faculty time and effort required to develop and deliver active learning and related innovative classroom practice.
 - Expand campus-wide capacity for graduate education, increasing graduate assistant stipends, providing pedagogical training, and increasing the availability of informal learning spaces.
 - Develop campus-wide policies and standards for technology use in instruction, including but not limited to online and hybrid course formats.
 - Provide state-of-the-art learning spaces, both formal and informal, which support both the best of traditional pedagogies and new evidence-based practices.
 - Reorganize the way classrooms are designed and redesigned to take full account of the perspective of classroom faculty and students with regard to space quality and usefulness.

- **Continue to build a culture of academic assessment to support our faculty as the primary drivers of continuous improvement in student learning outcomes.**
 - Develop a robust internal information system and analytical capability that tracks student success and outcomes throughout students' careers at UMBC and beyond. The system should use broadly defined and comprehensive success measures determined through campus-wide discussions that take into account academic performance and competencies, student engagement on campus, and overall well-being. The success measures should be utilized in academic advising and be tied to student learning outcomes, teaching modalities/facilities, and support periodic academic-program review and biannual assessment processes. Employ information systems and analytics to establish campus-wide standards for interventions to support student success throughout students' careers at UMBC.
 - Develop a robust internal information system that tracks the number, quality, and utilization of formal and informal teaching spaces in relation to course offerings.

4. 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. To foster innovative problem-solving and responsible entrepreneurship through strategic partnerships with alumni, government agencies, businesses, and community-based organizations to create a sustainable and prosperous future for all.

- **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.**
 - 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.
 - Identify and support an individual or unit in the University that is responsible for maintaining an inventory of community connections and partnerships (including those involving local and regional businesses) as well as facilitating cross-campus communication and collaboration in this area. Identify structures and processes to facilitate the sharing of this information with internal and external audiences.

- Strengthen connections between alumni and the on-campus community that foster alumni success and pride while enhancing teaching and learning, the student experience, and community outreach and development.
- Document and communicate UMBC's commitment to community connections and partnerships.
- **Advance UMBC's regional reputation as a vital stakeholder in Maryland's innovation economy.**
 - Develop a strategic plan for supporting entrepreneurship, social innovation, and technology commercialization efforts on campus, including means for increased collaboration among on-campus organizations sharing those concerns. The plan should also identify strategies that support undergraduate and graduate students' interests in entrepreneurship, technology transfer, and social venture creation.
 - Strengthen and grow UMBC's research and technology park, bwtech@UMBC, leveraging UMBC's strengths and alignment with state needs and opportunities.
 - Continue to address novel and important professional development and continuing education needs in Maryland through courses, programs, and services provided by the Division of Professional Studies (DPS) and UMBC Training Centers including UMBC programs offered at Shady Grove.
- **Strengthen UMBC's position as an anchor institution for the greater Baltimore metropolitan region.**
 - Establish a community-engagement action team to (a) develop short-term and long-term goals around high-impact issues in the Greater Baltimore region that play to campus strengths and (b) develop, enact, and monitor progress on a community-engagement plan to address the targeted issues.
 - Identify and maintain presence in strategically selected business and community associations.
 - Pursue with Baltimore County the designation of a Regional Institution Strategic Enterprise (RISE) to support expansion of university-sponsored economic-development activities.
 - Use campus facilities (such as the campus event center) to leverage community connections and, where appropriate, to increase revenue.

- Improve students', employees', and visitors' ability to know about and find campus services and activities of interest to them, using face-to-face,

Appendices:

Appendix 1: List and description of UMBC's Academic Program Portfolio

Appendix 2: Matrix Demonstrating the Crosswalk Between UMBC's Current Strategic Plan and the State Plan.

Appendix 1: List and description of UMBC's Academic Program Portfolio

Majors and Programs

Programs					
Offerings	Bachelors	Masters	Doctoral	Certificate	Minor
A					
Africana Studies	B.A.				Minor
Aging Services					
Management of Aging Services	B.A.	M.A.			
Senior Housing Administration				P.B.Cert	
American Studies	B.A.				Minor
Ancient Studies	B.A.				Minor
Asian Studies	B.A.			U.D. Cert	Minor
Anthropology, Cultural see also Sociology and Anthropology	B.A.				
Astronomy see also Physics					Minor
B					
Biochemistry and Molecular Biology see also Biological Sciences	B.S.				
Biological Sciences					
Applied Molecular Biology		M.S.			
Biological Sciences	B.A., B.S.	M.S.	Ph.D.		Minor
Biology Education	B.A.				
Bioinformatics and Computational Biology	B.S.				
Biochemistry and Molecular Biology	B.S.				
Marine, Estuarine & Environmental Sciences		M.S.	Ph.D.		
Molecular and Cell Biology			Ph.D.		
Neurosciences and Cognitive Sciences			Ph.D.		
Quantitative Biology					Minor

Biotechnology see also Division of Professional Studies see also The Universities at Shady Grove		M.P.S.			
Biotechnology Management see also Division of Professional Studies				P.B. Cert	
Translational Life Science Technology see also The Universities at Shady Grove	B.S.				
C					
Chemical, Biochemical & Environmental Engineering					
Biochemical Regulatory Engineering see also Division of Professional Studies				P.B. Cert	
Chemical Engineering	B.S.				
Chemical and Biochemical Engineering		M.S.	Ph.D.		
Environmental Engineering		M.S.	Ph.D.		
Chemistry and Biochemistry					
Biochemistry			Ph.D.		
Biochemistry and Molecular Biology	B.S.				
Chemistry	B.A., B.S.	M.S.	Ph.D.		Minor
Chemistry Education	B.A.				
Molecular and Cell Biology			Ph.D.		
Computer Science and Electrical Engineering					
Computer Engineering	B.S.	M.S.	PhD.		
Computer Science	B.S.	M.S.	Ph.D.		Minor
Electrical Engineering		M.S.	Ph.D.		
Cybersecurity see also Division of Professional Studies see also The Universities at Shady Grove		M.P.S.			
Cybersecurity Operations				P.B. Cert	
Cybersecurity Strategy & Policy				P.B. Cert	
D					
Dance	B.A.				Minor

Data Science see also Division of Professional Studies		M.P.S.		P.B.Cert	
E					
Economics					
Accounting				UD Cert	
Economic Policy Analysis		M.A.			
Economics	B.A.				Minor
Finance				UD Cert	
Financial Economics	B.S.				
Management Accounting				UD Cert	
Education see also Division of Professional Studies		M.A.E, M.A.T.			
Early Childhood Education				UD Cert- M.S.D.E.	
Elementary Education				UD Cert- M.S.D.E.	
Elementary/Middle Science Education				P.B. Cert	
English to Speakers of Other Languages see also TESOL				UD Cert- M.S.D.E. P.B. Cert	
Instructional Design for e-Learning				P.B. Cert	
Mathematics Education				P.B. Cert	
Mathematics Instructional Leadership (K-8)				P.B. Cert	
Secondary Science Inquiry				P.B. Cert	
Secondary Physical Science Education				P.B. Cert	
Secondary Education				UD Cert- M.S.D.E.	
STEM Education				P.B.Cert	
STEM Educational Leadership				P.B.Cert	
Teaching		M.A.T.			
Web-based Instruction				P.B. Cert	
Emergency Health Services	B.S.	M.S.			Minor
Emergency Management				P.B. Cert	

Engineering Management see also Division of Professional Studies		M.S.		P.B. Cert	
Project Management				P.B. Cert	
English Language Institute					
English	B.A.				Minor
Medieval and Early Modern Studies					Minor
Texts, Technologies, and Literature		M.A.			
Entrepreneurship and Innovation					Minor
F					
French see Modern Languages and Linguistics					Minor
G					
Gender and Women's Studies	B.A.			UD Cert P.B. Cert	Minor
Critical Sexuality Studies					Minor
Geographic Information Systems see also – Division of Professional Studies see also – The Universities at Shady Grove		M.P.S.			
Geographic Information Science				UD Cert	
Geography and Environmental Systems		M.S.	Ph.D.		
Environmental Science					Minor
Environmental Science & Geography	B.S.				
Geography					Minor
Geography & Environmental Studies	B.A.				
German see Modern Languages and Linguistics					Minor
Gerontology see also Sociology and Anthropology			Ph.D		
Global Studies	B.A.				
Greek see Ancient Studies					
H					

Health Administration and Policy see also Sociology, Anthropology, and Health Administration and Policy	B.A.				
Health Information Technology see also Division of Professional Studies		M.P.S.			
History	B.A.				Minor
East Asian History					Minor
Historical Studies		M.A.			
Honors College				UD Cert	
Human Context of Science & Technology				UD Cert	
I					
Information Systems	B.S.	M.S.	Ph.D.		Minor
Auditing for Information Systems				UD Cert	
Business Technology Administration	B.A.				
Cybersecurity Informatics				UD Cert	
Decision Making Support				UD Cert	
Health Information Technology				UD Cert	
Human Centered Computing		M.S.	Ph.D.		
Management Science				UD Cert	
MBA Preparatory Studies				UD Cert	
Network Administration				UD Cert	
Project Management for Information Systems				UD Cert	
Web Development				UD Cert	
Interdisciplinary Studies	B.A., B.S.				
Instructional Systems Development see also Division of Professional Studies		M.A.		P.B. Cert	
Distance Education				P.B. Cert	
Instructional Design for e-Learning				P.B. Cert	
Instructional Technology				P.B. Cert	
J					
Judaic Studies					Minor

K					
Korean see Modern Languages and Linguistics					Minor
L					
Language, Literacy & Culture			Ph.D.		
Latin see Ancient Studies					
M					
Marine-Estuarine Environmental Science		M.S.	Ph.D.		
see Biological Sciences					
Mathematics and Statistics					
Applied Mathematics		M.S.	Ph.D.		
Biomathematics					Minor
Mathematics	B.A., B.S.				Minor
Statistics	B.S.	M.S.	Ph.D.		Minor
Mechanical Engineering	B.S.	M.S.	Ph.D.		
Computational Thermal/Fluid Dynamics				P.B. Cert	
Integrated Product Development and Manufacturing see Division of Professional Studies				P.B. Cert	
Mechatronics				P.B. Cert	
Media and Communication Studies	B.A.			UD Cert	
Modern Languages & Linguistics	B.A.				Minor
Chinese				UD Cert.	
French				UD Cert.	
German				UD Cert.	
Intercultural Communication		M.A.		UD Cert	
Korean				UD Cert.	
Russian				UD Cert.	
Spanish				UD Cert.	
Molecular and Cell Biology see also Biological Sciences			Ph.D.		

Molecular Biology, Applied see also Biological Sciences		M.S.			
Music					Minor
American Contemporary Music				P.B. Cert	
Jazz Studies	B.A.				
Music Composition	B.A.				
Music Education	B.A.				
Music Performance	B.A.				
Music Technology	B.A.				
N					
Neurosciences and Cognitive Sciences see Biological Sciences			Ph.D.		
O					
P					
Philosophy	B.A.				Minor
Physics	B.S.	M.S.	Ph.D.		
Astronomy					Minor
Atmospheric Physics		M.S.	Ph.D.		
Physics Education	B.A.				
Political Science see also The Universities at Shady Grove	B.A.				Minor
Public Administration and Policy				UD Cert.	
Pre-Professional and Allied Health					
Pre-Dental Hygiene					
Pre-Medical Technology					
Pre-Nursing					
Pre-Pharmacy					
Pre-Physical Therapy					
Pre-Physician Assistant					
Psychology see also The Universities at Shady Grove	B.A., B.S.				Minor
Applied Developmental Psychology			Ph.D		

Human Services Psychology		M.A.	Ph.D.		
Industrial/Organizational Psychology see also The Universities at Shady Grove see also Division of Professional Studies		M.P.S.			
Psychology of the Workplace				UD Cert.	
Public Policy		M.P.P.	Ph.D		
Q					
Quantitative Biology see also Biological Sciences					
R					
Religious Studies					Minor
Russian see Modern Languages and Linguistics					
S					
Social Work see also Universities at Shady Grove	B.A.				Minor
Sociology, Anthropology, and Health Administration and Policy					
Anthropology, Cultural	B.A.				Minor
Applied Sociology		M.A.			
Gerontology			Ph.D.		
Health Administration and Policy	B.A.				
The Non-Profit Sector				P.B. Cert	
Sociology	B.A.				Minor
Spanish see Modern Languages and Linguistics					
Systems Engineering see also Division of Professional Studies see also Universities at Shady Grove		M.S.		P.B. Cert	
T					
Teaching English to Speakers of Other Languages see also Division of Professional Studies		M.A.		UD Cert- M.S.D.E. P.B. Cert	
Theatre	B.A.				Minor

Acting	B.F.A.				
U					
V					
Visual Arts	B.A., B.F.A.				Minor
Design	B.F.A.				
Intermedia and Digital Arts		M.F.A.			
W					
X					
Y					
Z					
Division of Professional Studies (DPS)					
Biochemical Regulatory Engineering				P.B. Cert	
Biotechnology Management				P.B.Cert	
Cybersecurity					
Cybersecurity Operations				P.B.Cert	
Cybersecurity Strategy & Policy				P.B. Cert	
Education		M.A.E.			
Engineering Management		M.S.		P.B. Cert	
Instructional Systems Development		M.A.		P.B.Cert	
Distance Education				P.B.Cert	
Instructional Technology				P.B.Cert	
Professional Studies					
Biotechnology		M.P.S			
Cybersecurity		M.P.S.			
Data Science		M.P.S.		P.B.Cert	
Entrepreneurship, Innovation & Leadership		M.P.S.			
Geographic Information Systems		M.P.S.		P.B.Cert	
Health Information Technology		M.P.S.			
Industrial/Organizational Psychology		M.P.S.			

Systems Engineering		M.S.		P.B.Cert	
Systems Engineering w/Certificate in Cybersecurity		M.S.		P.B.Cert	
Technical Management		M.P.S.			
Project Management				P.B.Cert	
Teaching English to Speakers of Other Languages		M.A.			
The Universities at Shady Grove					
Biotechnology					
Biotechnology Management				P.B.Cert	
Translational Life Science Technology	B.S.				
Cybersecurity					
Cybersecurity Strategy & Policy				P.B.Cert	
History	B.A.				
Political Science	B.A.				
Professional Studies					
Biotechnology		M.P.S.			
Cybersecurity		M.P.S.			
Data Science		M.P.S.		P.B.Cert	
Geographic Information Systems		M.P.S.		P.B.Cert	
Industrial/Organizational Psychology		M.P.S.			
Psychology	B.A.				
Social Work	B.A.				

P.B. Cert. = Post-Baccalaureate Certificate; U.D. Cert. = Upper Division Certificate

Appendix 2. Matrix Showing The Crosswalk Between UMBC's Strategic Plan And The State Plan

State Plan	ACCESS: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.	SUCCESS: Promote and implement practices and policies that will ensure student success.	INNOVATION: Foster innovation in all aspects of Maryland higher education to improve access and student success.
UMBC Strategic Plan	Strategy 1: Continue to improve college readiness among K-12 students, particularly high school students.	Strategy 2: Continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions.	Strategy 8: Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness.
The Student Experience	Strategy 1: Continue to improve college readiness among K-12 students, particularly high school students.	Strategy 2: Continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions.	Strategy 8: Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness.
Systematically improve the quality and consistency of academic advising and mentoring of undergraduate and graduate students.	Strategy 1: Continue to improve college readiness among K-12 students, particularly high school students.	Strategy 2: Continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions.	Strategy 8: Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness.
Continue to build a campus culture that creates, supports and expects applied learning experiences that present a wide variety of options for all students (e.g., study abroad, internships, cooperative education, service learning, engaged scholarship, artistic performance, and teaching and graduate assistantships).	Strategy 1: Continue to improve college readiness among K-12 students, particularly high school students.	Strategy 2: Continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions.	Strategy 8: Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness.
Promote the health and well-being of students as a foundation for academic and life success.	Strategy 1: Continue to improve college readiness among K-12 students, particularly high school students.	Strategy 2: Continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions.	Strategy 8: Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness.
Collective Impact in Research, Scholarship, And Creative Achievement			
Increase national prominence in selected multidisciplinary areas spanning the arts, engineering, humanities, information technology, natural sciences and mathematics, and social sciences. Potential focus areas for the development of multidisciplinary scholarship, creative activity, and research excellence include, but are not limited to, environmental studies, health, natural science, data science, and clinically engaged scholarship. Increase UMBC's research prominence through sustained investment in faculty and staff hiring, retention, and development.			
Position UMBC faculty to win prestigious national and international awards and honors for scholarship, creative activities, and research and grow UMBC's funded research portfolio to achieve annual research expenditures that consistently place the university among the top 150 institutions in the nation.			
Important Curriculum and Pedagogy			
Provide ongoing support for efforts in creating state-of-the-art undergraduate and graduate curricula delivered through innovative and effective approaches to teaching and learning.			
Continue to build a culture of academic assessment to support our faculty as the primary drivers of continuous improvement in student learning outcomes.			
Community and Extended Connections			
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.			
Strengthen UMBC's position as a research institution for the Greater Baltimore metropolitan region.			

University of Maryland, College Park

May 30, 2018 – Revised August 1, 2018

Section 1: Mission Statement

Achieving excellence in teaching, research, and public service within a supportive, respectful and inclusive environment is central to the mission and identity of the University of Maryland, College Park (UMD). As the flagship campus and a national leader in higher education, UMD strives to provide exceptional and affordable instruction for Maryland's most promising students, regardless of income. A pre-eminent locus of scholarship, the university builds and maintains a world class capacity in the sciences, arts, and humanities to support ground-breaking discoveries that address the most pressing global challenges and inspire the human imagination. As one of the country's first land-grant institutions, UMD uses its research, educational, cultural, and technological strengths in partnership with state, federal, private, and non-profit sectors to promote economic development and improve quality of life in the State of Maryland. Diversity amongst our students, faculty and staff is essential to this mission. Accordingly, ensuring equal educational opportunity; hiring and retaining a diverse and exceptional faculty and staff; recruiting and graduating talented students from traditionally underrepresented groups; and providing a supportive climate for their well-being are top institutional priorities.

Our primary mission as the Flagship campus to provide excellent teaching, research, and public service has not changed since 2013. A summary of revisions to the mission and goals for 2018 is presented in Appendix A.

Section 2: Institutional Identity

The University of Maryland, College Park (UMD) is the flagship campus of the University System of Maryland (USM) and the 1862 land-grant institution in the state. It is one of 62 members of the Association of American Universities, comprising the leading research universities in the United States and Canada. In 2014, it became a member of the Big Ten Conference and Academic Alliance. As a Carnegie Doctoral/Research University (classified as highest research activity), UMD ranks among the best research universities in the United States.

To continue to realize its aspirations and fulfill its mandates, UMD nourishes a climate of intellectual growth and mutual respect, advances knowledge, and provides outstanding and innovative instruction in a broad range of academic disciplines and interdisciplinary fields. It strives for excellence in all of its activities, including academics, the performing arts, and intercollegiate athletics. UMD strives to support a healthy, diverse, and united student community that is committed to common values of scholarship, service, and philanthropy and that actively combats toxic cultures marked by unfair exclusion and abuse.

Every college at UMD embraces its flagship status and land-grant mission to share its research, educational, cultural, and technological strengths to bolster economic development, sustainability, and quality of life in Maryland and beyond. This mission is particularly central to the College of Education, the School of Public Health, and the College of Agriculture and Natural Resources, which works in close collaboration with the University of Maryland Eastern Shore. UMD also provides administrative support to other USM institutions in the areas of accounting, communications, engineering and architectural services, environmental safety, personnel management, and purchasing .

UMD offers a wide range of bachelor's, master's, and doctoral degrees, providing challenging and rewarding education and training to all students. Masters and doctoral programs—as well as postdoctoral mentoring—deliver training at the highest levels, engaging outstanding students and new investigators in scholarship and research with faculty mentors who are internationally recognized leaders in their fields. In addition, UMD provides professional training for both degree and non-degree seeking students. A highly-qualified staff design and implement processes to support and advance teaching, research, and service at UMD. Shared governance is realized through an active University Senate, graduate and undergraduate student government associations, and a broad collection of councils and committees which facilitate the expression of multiple perspectives on the major issues affecting the university. These entities reflect the diversity of the UMD community and serve it by advocating inclusion and respectful dialogue.

Appendix B includes links to the UMD catalog, which has a complete listing of undergraduate and graduate programs. Also included are descriptions of each of the twelve academic colleges.

Section 3: Institutional Capabilities

As a nationally-distinguished public research university, UMD is committed to integrating its research and scholarship into teaching and service at all levels. Its service and research activities address challenges and policy issues critical to the state, nation, and world. With many nationally-ranked doctoral programs and a distinguished faculty, UMD provides graduate education at the forefront of research and scholarship. Its growing professional master's degree and certificate programs provide well-trained leaders to meet the state's workforce needs. Since joining the Big Ten Conference and Academic Alliance, UMD looks to its Big Ten peers for benchmarks on academic performance and funding, as well as to other distinguished public flagship universities. To achieve its vision, UMD must perform and be funded at a level equal to the best public research institutions.

UMD provides enriching and challenging undergraduate educational experiences. Its general education program encourages students to study large societal problems from disciplinary and interdisciplinary perspectives and to develop their skills in communicating across diverse cultures. Opportunities for student-centered learning include nationally recognized living-learning communities, intensive experiential programs, internships, research experiences, and action learning and civic engagement opportunities. University programs contribute to the state's critical workforce needs in education, STEM disciplines, and health-related fields. Enrollments and number of degrees granted in UMD's science, technology, engineering, and mathematics programs (STEM) continue to grow, supported by increased student interest, active recruiting, and outstanding teaching.

UMD's outsized impact on the state's economy provides a substantial return on the state's investment, most notably by providing technology-based solutions, by creating new companies rooted in UMD research, and by growing the Maryland small business sector. The 128-acre University of Maryland Discovery District attracts new research activities and businesses to the state.

The university's strong liberal arts and humanities programs are closely linked with the area's cultural resources, including the Library of Congress, National Archives, and the Smithsonian Institution. UMD has also forged strong relationships with major federal and state agencies, national laboratories, corporations, non-profit organizations, other educational institutions, and local school districts. Partnership agreements with many federal agencies and local industries support research and training for graduate and undergraduate students. The Institute for Bioscience and Biotechnology Research (IBBR) provides a unique opportunity for enhanced collaboration between UMD, the University of Maryland, Baltimore (UMB), and the National Institute of Standards and Technology (NIST), supporting development of biotechnology across the state. Through the MPowering the State initiative, UMD and UMB have created a strategic partnership to develop new resources in technology transfer, public health, and agricultural services throughout the state.

UMD is a strong proponent of interdisciplinary education and collaboration. It is at the forefront of advanced knowledge in areas that increasingly depend on multi-disciplinary approaches, including energy, the environment, health, climate change, food safety, security, and information

sciences. Faculty members are leaders in the preservation and interpretation of history and culture, and they are innovators in the creative and performing arts. UMD continues to expand its engagement in the global community, building partnerships with leading international institutions and expanding study abroad opportunities to prepare its students for an ever-changing global economy. UMD's research on teaching and learning contributes to educational reform across the state and the nation; it provides future teachers and administrators with up-to-date knowledge of the best pedagogical practices in a diverse educational system and offers innovative pathways to teacher certification.

Section 4: Institutional Objectives and Outcomes

In accordance with the 2017-2021 Maryland State Plan for Postsecondary Education; the University System of Maryland 2018 Strategic Plan Update; and the University of Maryland, College Park 2016 Strategic Plan Update, UMD will pursue the following objectives as outlined below. Appendix C contains a crosswalk between these goals and the goals/strategies presented in the State Plan.

I. Undergraduate Education

The University of Maryland, College Park (UMD) will continue to elevate the quality and accessibility of undergraduate education, with programs that are comprehensive and challenging, and that serve students well as a foundation for the workplace, advanced study, civic engagement, and a productive, fulfilling life. UMD will also continue efforts to attract large numbers of academically talented students; to enroll, retain, and graduate students from traditionally underrepresented groups; and to be the school of choice for more of the highest achieving students graduating from Maryland high schools and transferring from community colleges.

Objectives:

1. Maintain strong retention and graduation rates of all undergraduate students. Continue to address the achievement gap for African American/Black, Hispanic, and low-income students, as well as those first in family to attend college.
2. Increase the amount and flexibility of financial aid available to students, with the goals of increasing accessibility, reducing the debt burden of our graduates, and reducing the number of students who leave the university prior to graduation due to financial reasons.
3. Increase the number of graduates in fields that support the workforce needs of the state and the nation by creating new programs and pathways, increasing instructional capacity in existing STEM programs, improving success rates in early courses, and providing early exposure to research and scholarship.
4. Maintain a vibrant and forward-looking General Education program through a robust assessment process and continuous review. A strong General Education curriculum should enhance the fundamental skills of written and oral communication and analytical thinking and foster engaged, culturally competent, and civic-minded thinking for a workforce in an increasingly complex and global environment.
5. Improve student learning and success through innovative teaching methods, including the expanded use of technology, alternate delivery formats, and options for collaboration and engagement. This also includes enhanced opportunities for learning outside the classroom through research projects, internships, action learning projects, and living-learning environments.
6. Expand opportunities for students to develop skills and habits of mind to tackle the world's toughest challenges by infusing the undergraduate curriculum with elements that focus upon research, scholarship and entrepreneurship.

7. Enhance opportunities for global engagement by increasing student participation in outstanding and enriching international programs, and creating deep and sustained partnerships with key international peer institutions.
8. Increase the number of students choosing to become STEM teachers by expanding recruitment efforts and scholarships; fostering collaboration between the College of Education and STEM colleges in curriculum development; and providing flexible opportunities to acquire teacher certification.
9. Continue to improve pathways for transfer students in our undergraduate programs on the College Park campus and at regional centers such as the Universities at Shady Grove.

II. Graduate Education

The University of Maryland, College Park (UMD) will continue to provide the highest quality graduate education at all levels. We will enroll and educate a diverse group of students who excel academically, exhibit the promise of outstanding scholarship, creativity, and innovation, and whose work promises to contribute to the advancement of the state and of society at large.

Objectives:

1. Continue to develop and support Ph.D. programs that are recognized nationally and internationally for their excellence in research and mentorship of the next generation of scholars.
2. Continue to improve our underlying infrastructure for the recruitment, admission, support and placement of outstanding graduate students.
3. Expand the ethnic and economic diversity of our graduate students through collaborations with University System of Maryland (USM) and national and international partners.
4. Expand opportunities for graduate students to study and conduct research at national and international partner institutions and increase collaborations between UMD graduate programs and top research universities around the nation and the world.
5. Expand professional graduate programs that are nationally recognized for excellence in their curricula, their contributions to the practice of the professions, and for their innovation and creativity.
6. Provide excellent mentoring and training programs for post-doctoral researchers to ensure they are prepared for academic and non-academic careers.
7. Expand interdisciplinary research and scholarly programs that address major intellectual and policy challenges of critical importance to the state, the nation, and the world, and to meet future workforce needs.
8. Continue to facilitate partnerships between UMD and the University of Maryland, Baltimore (UMB) to bolster rich, joint opportunities in graduate education.

III. Diversity and Inclusion

The University of Maryland, College Park (UMD) aims to prepare students who will excel in multi-cultural environments and thrive in the global community. Accordingly, the university is committed to creating a supportive community that is mutually respectful, physically safe, broadly inclusive, socially connected, morally accountable, and able to honestly acknowledge its imperfections while always striving to be the best. All are valued for their unique contribution to the university's vitality and success. While we celebrate our diversity we take comfort in all that we have in common. We live together, draw on shared resources, and spend the most transformative times of our lives in a common space. To that extent, we depend on one another and are our best selves when we support and look out for one another.

Objectives:

1. Develop and implement initiatives to build a greater sense of community. Foster a community that is free of harassment, intimidation, and aggression and that permits members to interact, engage, and develop relationships that cross the boundaries of race, ethnicity, culture, sexual orientation and differential abilities.
2. Provide training and experiences which increase members' competence in navigating and living with persons from diverse cultures in ways that are respectful.
3. Continue to create an ethnically, culturally, and racially diverse community by achieving an enrollment that includes at least 35% of undergraduate students from underrepresented groups through increased recruitment and retention.
4. Develop and implement recruitment and retention strategies to increase the diversity of our graduate students, faculty and staff.
5. Protect and defend members of the UMD community from anyone who would harm them physically or psychologically and at the same time promote individual agency and responsibility in contributing to personal safety, avoidance of harm, and staving off the effects of insults, slander, intimidation, or symbolic intimation of violence.
6. Continue to improve facilities and opportunities for students, faculty, and staff with disabilities by enhancing both academic support and access to campus buildings, classrooms, and equipment.

IV. Research, Innovation, and Economic Development

As the preeminent research institution in the state and a preferred partner for transformative research collaboration built on a reputation of excellence, integrity, and trust, the University of Maryland, College Park (UMD) aspires to transform lives by discovering new knowledge and developing innovative, research-driven solutions to critically important local, regional, national, and international challenges.

Objectives:

1. Broaden and deepen the quality of UMD research, scholarship, and creative activity by focusing on critical research areas and capturing large, multidisciplinary, and transformative research and education initiatives that address issues of critical importance to the state of Maryland, nation, and world.
2. Fulfill our mandate as the state's flagship, land-grant institution by prioritizing transferable research that will boldly and positively impact the citizens of Maryland in myriad ways.
3. Adapt to a changing funding landscape by strengthening and expanding collaborative relationship with federal and state government partners, and accelerating and diversifying partnerships with foundations, industry, and international organizations.
4. Encourage the further development of Maryland's economy by developing a seamless environment for creative output through innovation, entrepreneurship, and strategic collaboration.
5. Leverage the complementary strengths of the University of Maryland, Baltimore (UMB), MPowering our campuses to reach the highest levels of prominence in education, research, and state economic impact.
6. Expand transfer by actively applying UMD-generated knowledge, expertise, and technology to the state's, nation's and world's most pressing issues.
7. Seek to uphold the highest ethical and safety standards by framing and maintaining a robust infrastructure to support this goal.

V. University Outreach, Partnerships, and Engagement

As Maryland's flagship institution for higher education, UMD embraces its land-grant mission to serve the people of the state of Maryland, not only by preparing its citizens for productive work and civic engagement, but also by deploying its scholarly resources and service activities to solve pressing problems in the local community, in the state, and around the world. UMD will continue to extend its scholarly reach beyond the campus, applying new knowledge and expertise to pressing issues and promoting social well-being and economic development. UMD will expand the international reach of its programs through world-wide collaborations that enhance learning opportunities for students and expand the visibility of the university as a globally engaged institution.

Objectives:

1. Develop, expand and support project-based learning opportunities for sustained programmatic involvement by students and faculty to address demonstrated state needs.
2. Draw on the assistance of alumni and friends to support students through internships and other opportunities for interaction on and off the campus.
3. Extend the scholarly reach of our campus by forming strong collaborations and partnerships with University System of Maryland (USM) institutions, other research

universities, corporations, nonprofit and community-based organizations, and state, federal, and international agencies.

4. Increase partnerships with the private sector to promote economic development, including Maryland Technology Enterprise Institute initiatives that foster entrepreneurship and support new companies.
5. Expand technology transfer and research commercialization activities.
6. Continue efforts to create a vibrant corridor along Baltimore Avenue, in partnership with the city of College Park and Prince George's county.
7. Continue to expand the Discovery District through collaborative research partnerships and professional employment opportunities.
8. Expand the scope, impact, and success of the UMD's international programs, partnerships, and collaborations.

VI. Improving University Infrastructure and Resources

The University of Maryland, College Park (UMD) will ensure an administrative, operational, and physical infrastructure that fully supports a flagship university with a national reputation for excellence, committing to the highest standards for efficient and effective use of resources. This includes: supporting an information technology infrastructure that provides the tools for faculty and staff to excel in their research and scholarship; developing teaching and learning facilities that support delivery innovation and student engagement; developing the university's physical facilities to meet the needs of a leading research university; and ensuring that campus administrative operations efficiently and effectively provide the support of the academic mission.

Objectives:

1. Continue to develop and maintain an infrastructure that supports the performance of our faculty, students, and staff so they may excel in all facets of their work and maintain their well-being.
2. Continue to upgrade and modernize instructional spaces to support innovative and cutting-edge approaches to teaching and learning.
3. Further develop UMD's physical facilities so that they fully meet the needs of a leading research university, including a process of continuous review of the allocation of space resources that reflects the best use of our facilities in support of the university's research and scholarship mission.
4. Increase campus efficiency in the use of natural resources and promote research activities, innovative ideas, and investments that contribute to long-term economic and environmental sustainability for the campus.
5. Ensure that the administrative operations of all campus units, including academic units, provide responsive, customer-oriented service to all of the university's constituencies.

6. Continue to build a human resources infrastructure that supports effective recruiting and retention of an outstanding staff that advances UMD's academic mission.
7. Continue to assess resource utilization each year and reallocate to support strategic initiatives that advance progress toward the university's overall goals for excellence.

Appendix A – Summary of revisions and the review and approval process

What's New:

Our primary mission as the Flagship campus to provide excellent teaching, research, and public service has not changed and is consistent with the 2013 Mission Statement. However, the summary has been shortened significantly, to one paragraph instead of three, to improve the readability but with the essence of the content remaining the same.

Minor revisions have been made to the goals, in alignment with the 2017 State Plan for Postsecondary Education and the University System of Maryland's 2018 Strategic Plan Update, as well as with [UMD's 2016 Strategic Plan Update](#), which was vetted widely across the campus and approved by the University Senate in April 2016.

The State Plan's goals continue to be access, success, and affordability, with an increased focus on innovation and partnerships with the business community in support of workforce development. Consistent with the USM Strategic Plan Update, our goals have an increased focus on diversity and inclusion and on civic engagement, along with a continued emphasis on STEM degree production and efficiency and effectiveness.

Revisions of the Institutional Goals and Objectives including the following:

- I. Undergraduate Education:
 - We reframed the goal around retention and graduation rates to maintain strong performance, however we continue to work to reduce the achievement gap.
 - The goals around General Education focus on continuous review rather than implementation, since our new General Education program is fully implemented.
 - Rather than solely focusing on increasing STEM graduates, we reframed the focus to be on graduates that support the workforce needs of the state.
- II. Graduate Education
 - We added reference to academic partnerships with the University of Maryland, Baltimore as part of our efforts towards the Strategic Partnership Act.
- III. Diversity and Inclusion
 - The language in this section mirrors recommendations from the 2018 [Report of the President/Senate Task Force on Inclusion and Respect](#).
- IV. Research, Innovation, and Economic Development
 - "Economic Development" was added to the heading and objectives were reframed to capture this goal. We added an objective related to collaboration with the University of Maryland, Baltimore, as well as one related to upholding the highest standards of ethics and integrity in research.
- V. University Outreach, Partnerships, and Engagement
 - We now make explicit reference to partnerships with Prince George's County in addition to those with College Park.

Process of Review and Revision:

A working group consisting of members of the Division of Academic Affairs and members of the University's Senate Executive Committee was convened to review and revise the language. Input and advice was solicited from relevant unit heads regarding the objectives outlined in each section of the Institutional Objectives and Outcomes. The workgroup's draft was circulated to all vice presidents, to the Provost's Senior Staff, and to the President and Provost for review and approval (on May 30, 2018) prior to submission.

Appendix B: Summary of Academic Programs

A complete listing of academic programs is provided in the [2018-2019 Catalog](https://academiccatalog.umd.edu/undergraduate/programs/) (see <https://academiccatalog.umd.edu/undergraduate/programs/> for undergraduate programs, and <https://academiccatalog.umd.edu/filters/> for graduate programs). A brief description of each of the University's twelve academic colleges is provided below.

1. College of Agriculture and Natural Resources

The College of Agriculture and Natural Resources offers a variety of academic programs that apply science, management, design, and engineering to improve the world in which we live and work. Feeding the world's population, developing scientifically-based land use practices and policies, understanding animal and plant biology, improving nutrition and its effects on human health, conserving and restoring ecosystems, and profitably managing farms and agribusinesses in harmony with the environment are all vital concerns of the College. Integrating the use and protection of natural resources in the production of food and nursery crops is a challenge facing students.

In addition to course work, undergraduates have opportunities to work closely with faculty in state-of-the-art facilities including those for animal sciences, dietetics, environmental science and technology, landscape architecture, plant sciences, and veterinary medicine. The College also serves as the academic home of the Maryland Campus of the Virginia-Maryland Regional College of Veterinary Medicine. Nearby resources such as the U.S. Department of Agriculture's Beltsville Agricultural National Research Center, the National Institutes of Health, the Food and Drug Administration, the Smithsonian Institution and the National Zoo, Maryland's Departments of Agriculture and Natural Resources, and the Patuxent Wildlife Research Center enhance teaching, research, internship, and career opportunities for students. Field study courses offered in Azerbaijan, Brazil, Belize, Costa Rica, Italy, Peru, Russia, and Taiwan, and a study-abroad program in Angers, France expose students to other cultures and environments. Learning opportunities are also strengthened through student involvement in such co-curricular activities as the College Honors Program, AGNR Undergraduate Research Program, career programs, leadership workshops, and student clubs.

2. School of Architecture, Planning and Preservation

The School of Architecture, Planning and Preservation (MAPP) offers a unique combination of world-class resources, interdisciplinary opportunities and intimate learning environments, all situated in easy reach of Washington, Baltimore and Annapolis. As an academic center that is inclusive of the design, social, cultural and environmental aspects of human settlements, the School offers an undergraduate program in Architecture and graduate programs in Urban Studies and Planning, Historic Preservation, Real Estate Development, as well as a doctoral program in Urban and Regional Planning and Design. The School's vision is that physical design and social environment are interrelated, and that best practice and research should reflect this interconnectedness. All of the School's programs benefit from the collaborative environment and cross-disciplinary communication among the faculty and students of all the programs. Our mission is a quality built environment that promotes social justice, cultural value, resource conservation and economic opportunity.

3. College of Arts and Humanities

The College of Arts and Humanities embraces a heterogeneous group of disciplines that study human experience, thought, expression and creativity. All value the development of critical thinking, fluent expression in writing and speech, sensitivity to ethical and aesthetic issues, and a complex understanding of history and culture. Departments and programs in Arts and Humanities prize vigorous intellectual debate in a diverse community. While they have strong individual identities, they are also involved in interdisciplinary studies. Thus students will find, for example, courses in the Department of English that approach literature in its historical contexts, courses in the Department of History that adopt feminist perspectives, courses in the Department of Art History and Archaeology that study African politics.

Further examples of the special opportunities available to students in this richly variegated college include an exceptional visual resource center in Art History and Archaeology, the English Department's computer-based writing classroom, and the School of Languages, Literatures, and Culture's Foreign Language Media Lab. Additionally, students may add an international experience to their undergraduate education by participating in an ARHU-sponsored study abroad program in Chile, China, Ecuador, France, Germany, Greece, Ireland, Israel, Italy, Japan, New Zealand, Spain, Taiwan, and the United Kingdom. The educational vistas open to students in the School of Music and the School of Theatre, Dance, and Performance Studies are enhanced enormously by the Clarice Smith Center for the Performing Arts, which houses those departments. Students may also participate in one of the College's five living-learning programs: Honors Humanities, College Park Scholars in the Arts, Design I Cultures + Creativity, Jimenez-Porter Writers' House, and Language House.

4. College of Behavioral and Social Sciences

The College of Behavioral and Social Sciences at the University of Maryland (BSOS) increases understanding of and pursues innovative solutions to the challenges facing our global community. BSOS draws on its Washington, D.C., statewide, and worldwide connections to enrich its teaching, research and service. From African American Studies to Hearing and Speech Sciences to Sociology, BSOS offers a diverse and far-reaching portfolio, which reflects the needs of and challenges facing our local, national and global societies. The BSOS community works to enhance international relations, advance global sustainability, understand societies and cultures and improve the human condition. BSOS aims to **Be the Solution** to the world's great challenges. Students interested in human behavior and in solving human and social problems will find many exciting opportunities through the programs and courses offered by the College.

5. The Robert H. Smith School of Business

The Robert H. Smith School of Business is an internationally recognized leader in management education and research, and its mission is to create knowledge, to promote a learning environment that fosters intellectual discovery, and to equip current and future leaders to assess complex problems and deliver innovative solutions. The Smith School is accredited by AACSB International - The Association to Advance Collegiate Schools of Business, the premier accrediting agency for bachelor's, master's and doctoral degree programs in business administration and accounting, www.aacsb.edu.

6. College of Computer, Mathematical, and Natural Sciences

Nationally and internationally recognized for educational programs, research excellence, distinguished faculty and students, the College of Computer, Mathematical, and Natural Sciences (CMNS) is a critical educational and scientific resource benefiting the region and the nation. The College offers every student a high-quality, innovative, and cross-disciplinary educational experience. Strongly committed to making studies in the sciences available to all, the College actively encourages and supports the recruitment and retention of women and minorities underrepresented in all CMNS disciplines. Students have the opportunity to pursue research projects in faculty laboratories, or in the rich cluster of federal and private research institutions in proximity to the campus; they apply their lab and classroom skills through internships at area companies, non-governmental organizations, and in clinical settings.

In collaboration with the College of Education, CMNS is working to increase the quality and number of teachers prepared to teach science and mathematics in secondary schools. In Fall 2014, we launched an innovative new program, Terrapin Teachers, supported in part by a grant from the Howard Hughes Medical Institute. Students in this program are gaining experience through their science and pedagogy coursework, and are making an impact through work in local K-12 schools beginning in their first semester in the program.

7. College of Education

The College of Education is committed to preparing accomplished beginning and advanced-level professionals who can advance the learning and development of their students and who are ready to become leaders in their fields. The College seeks to foster the learning and development of PK-16 students through our educator preparation programs, leadership, research, advocacy, and partnerships. Educational inequities exist on multiple levels; therefore, we aim to prepare educators with the skills and commitments necessary to ensure equity for all students in the public schools and classrooms they will lead.

The college programs prepare educators, counselors, psychologists, administrators, researchers, and educational specialists. Graduates work with individuals from infancy through adulthood in schools, community agencies, colleges and universities.

Educational programs are accredited/approved by the following: Council for the Accreditation of Educator Preparation (CAEP)/National Council for Accreditation of Teacher Education (NCATE), Maryland State Department of Education (MSDE), and the American Psychological Association. Accreditation provides reciprocal certification with most other states that recognize national accreditation. MSDE issues certificates to teach in the public schools of the state. In addition to graduation from an approved program, MSDE requires satisfactory scores on the state Praxis licensure exams for certification. At the time of graduation, the College informs MSDE of the graduates' eligibility for certification.

8. James Clark School of Engineering

The University of Maryland's A. James Clark School of Engineering is ranked among the top 20 in the world, offering a premier suite of academic programs. Located just a few miles from Washington, D.C., the Clark School is at the center of a constellation of high-tech companies and federal laboratories, offering students access to unique opportunities to prepare for and launch rewarding careers.

We combine rigorous classroom learning with opportunities for hands-on educational experiences, including the autonomous vehicle project in freshman year and capstone courses in junior and senior years; participation in numerous national and international engineering competitions in which the school is consistently successful; a vibrant entrepreneurial ecosystem; and extensive internship opportunities. We offer students the chance to engage in cutting-edge research, whether in the many labs run by prominent faculty members in state-of-the-art facilities, or with potential employers in nearby federal research labs and corporations. Research enables students to dig deeper into their majors or explore new areas of possible interest. With one of the nation's most active chapters of Engineers Without Borders, Clark School students can apply their skills and energies in the service of less fortunate people all around the world. Service options closer to home are available through the many student societies, alternative spring breaks and targeted initiatives started by fellow students. The Clark School's Engineering programs are accredited by [ABET](#).

9. College of Information Studies, Maryland's iSchool

The College of Information Studies, also known as the UMD iSchool, is driven by the pursuit of big ideas and new discoveries that empower people and inspire communities. From labs to libraries, we are combining principles of information science with cutting edge technology to foster access to information, improve information interfaces, and expand how information is used in government, education, business, social media, and more. Located just outside of Washington, D.C., the iSchool provides unmatched research, internship, and career opportunities with government agencies, nonprofits, and businesses that shape information science and policy.

10. The Philip Merrill College of Journalism

As the top journalism school in the Washington, D.C. region and a global leader in journalism education, the College is committed to promoting a strong and independent free press. Through its faculty and curriculum, the Merrill College champions the fundamental journalistic values of accuracy, accountability, and fairness, and is a trailblazer in using digital and multimedia technologies in dynamic storytelling. It prepares its undergraduate students for success in today's exciting and innovative journalism landscape and gives its graduate students the skills and confidence to rise to the top of today's demanding news and media-dependent professions.

The College educates students at the undergraduate, master's, and doctoral levels within a liberal arts context, preparing them for careers in journalism and related fields, as well as careers in academic research and teaching.

11. School of Public Health

The School of Public Health provides preparation leading to the Bachelor of Science degree in the following professional areas: Kinesiology, Community Health, Family Science and Public Health Science. In addition, each department offers a wide variety of courses for all university students. These courses may be used to fulfill the general education requirements and as electives. Programs combining service and instruction are provided by the Children's Health and Developmental Clinic. The School of Public Health is fully accredited through the [Council on Education for Public Health](#).

12. School of Public Policy

The School of Public Policy offers a diverse array of academic, executive, and research programs for the diverse needs of students, scholars, policy leaders, organizational staff, and citizens.

Many can be customized to better address specific interests. Situated in the Washington D.C. metropolitan area, the School of Public Policy is able to draw on some of the world's most experienced policy & management faculty, an outstanding staff, a state-of-the-art facility, the premier research university in the Washington, D.C. region, and literally thousands of public interest agencies, non-profits, embassies, think tanks, media organizations, etc. The School's Master of Public Policy is professionally accredited through the Network of Schools of Public Policy, Affairs and Administration ([NASPAA](#)).

Appendix C: Crosswalk between the goals/strategies articulated in the State Plan and the Institutional Objectives and Outcomes

<i>Maryland Higher Education Commission (MHEC) State Plan for Postsecondary Education: Goals, Strategies and Action Items</i>	<i>Crosswalk to Institutional Goals and Objectives, as stated in University of Maryland, College Park (UMD) Mission Statement</i>
<u>GOAL 1: ACCESS:</u> Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.	From Summary: “As the flagship campus and a national leader in higher education, UMD strives to provide exceptional and affordable instruction for Maryland’s most promising students.”
Strategy 1: Continue to improve college readiness among K-12 students, particularly high school students	I.8 (through teacher preparation)
Strategy 2: Cultivate greater financial literacy for students and families to encourage financial planning and to prepare for postsecondary education.	I.2. In addition, while not explicitly called out as a goal, UMD provides online resources for students to develop financial literacy.
Strategy 3: Expand efforts to cultivate student readiness, financial literacy, and financial aid for individuals outside traditional K-12 school channels.	From I: “Undergraduate Readiness” in terms of recruitment: “UMD will also continue efforts to attract large numbers of academically talented students; to enroll, retain, and graduate students from traditionally underrepresented groups; and to be the school of choice for more of the highest achieving students graduating from Maryland high schools and transferring from community colleges.” See also I.1; I.9; II.3; III.3; III.4
<u>GOAL 2: SUCCESS:</u> Promote and implement practices and policies that will ensure student success.	From Institutional Identity: “UMD offers a wide range of bachelor’s, master’s, and doctoral degrees, providing challenging and rewarding education and training to all students. Masters and doctoral programs—as well as postdoctoral mentoring—deliver training at the highest levels, engaging outstanding students and new investigators in scholarship and research with faculty mentors who are internationally recognized leaders in their fields. In addition, UMD provides professional training for both degree and non-degree seeking students. A highly-qualified staff design and implement processes to support and advance teaching, research, and service at UMD.”

	See also I.1; II.2; II.6.
Strategy 4: Continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions.	I.1; I.2; I.3; I.8; I.9; II.2; II.3; III.3; III.4; III.6
Strategy 5: Ensure that statutes, regulations, policies, and practices that support students and encourage their success are designed to serve the respective needs of both traditional and non-traditional students.	I.2; I.4; I.5; I.8; II.2; II.6; III.5
Strategy 6: Improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements.	I.1; I.2; II.2
Strategy 7: Enhance career advising and planning services and integrate them explicitly into academic advising and planning.	I.3; I.5; I.6; I.7; I.8 II.4; II.5; II.6; II.7; II.8 IV.4; IV.5 V.1; V.2; V.3; V.4; V.7; V.8
GOAL 3: INNOVATION: Foster innovation in all aspects of Maryland higher education to improve access and student success.	From Summary: “As one of the country’s first land-grant institutions, UMD uses its research, educational, cultural, and technological strengths in partnership with state, federal, private, and non-profit sectors to promote economic development and improve quality of life in the State of Maryland.” See also I.4; I.5; I.7; II.7; II.8
Strategy 8: Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness.	I.3; I.6; I.8 II.7; II.8 IV.3; IV.5 V.3; V.4; V.6; V.7
Strategy 9: Strengthen and sustain development and collaboration in addressing teaching and learning challenges.	I.4; I.5; I.6 II.7 III.2 VI.2
Strategy 10: Expand support for research and research partnerships.	I.3; I.6 II.4; II.8 IV.1; IV.2; IV.3; IV.4; IV.5; IV.6 V.3; V.5
Strategy 11: Encourage a culture of risk-taking and experimentation.	I.6 II.5 IV.1; IV.2; IV.4



MISSION STATEMENT

University of Maryland Center for Environmental Science

SUMMARY MISSION STATEMENT

Through its four laboratories and two programs across Maryland, the University of Maryland Center for Environmental Science (UMCES) is a research, education, and service institution of the University System of Maryland (USM) and a world leader in the science of coastal environments and their watersheds. UMCES faculty advance knowledge through scientific discovery, integration, application, and teaching that results in a comprehensive understanding of our environment and natural resources, helping to guide the State and world toward a more sustainable future. Through its role as the responsible institution for administration of the Maryland Sea Grant College and numerous collaborative programs with other institutions, UMCES leads, coordinates, and catalyzes environmental research and graduate education within the University System. The Integration and Application Network inspires, manages, produces and communicates timely syntheses and assessments on key environmental issues with a special emphasis on Chesapeake Bay.

UMCES faculty members advise, teach, and serve as mentors to many graduate students enrolled in USM institutions, including in joint degree programs particularly through the System-wide graduate programs in Marine- Estuarine-Environmental Sciences (MEES), in which UMCES has a leading role. Through its participation in the NOAA Living Marine Cooperative Science Center, UMCES is committed to train a diverse environmental workforce. UMCES also delivers its services through environmental science education programs for K-12 students and teachers, pertinent and timely information to the general public and decision makers, technology transfer to industries, and, in collaboration with, the Maryland Sea Grant College.

UMCES contributes to meeting the legislative mandates of the University System of Maryland in numerous ways including: achieving national eminence as one of the world's premier research centers focused on ecosystem science; uniquely integrating research, public service, and education related to the sustainability of environment and natural resources of Maryland and the Chesapeake Bay region; leading the System's nationally ranked graduate program in marine and environmental science; recruiting and retaining a nationally and internationally prominent faculty; attaining research funding and private support far in excess of its state support; promoting economic development; conducting outreach to state and federal agencies; and collaborating with other higher education institutions in Maryland in advanced research and graduate education.

Our mission and key programs have not substantially changed since our last statement submission. The UMCES Mission Statement document was reviewed and approved by our UMCES Administrative Council, which includes all UMCES Executive Leaders, Administrative Directors, and the Chairs of our Faculty Senate and Graduate Student Councils. Final approval was obtained on August 24, 2018.

APPALACHIAN LABORATORY CHESAPEAKE BIOLOGICAL LABORATORY HORN POINT LABORATORY
INSTITUTE OF MARINE AND ENVIRONMENTAL TECHNOLOGY MARYLAND SEA GRANT COLLEGE

AN INSTITUTION OF THE UNIVERSITY SYSTEM OF MARYLAND

INSTITUTIONAL IDENTITY

The University of Maryland Center for Environmental Science (UMCES) is a research, education, and service institution of the University System of Maryland (USM) and a world leader in the science of coastal environments and their watersheds. UMCES' faculty advances knowledge through scientific discovery, integration, application, and teaching that results in a comprehensive understanding of our environment and natural resources, helping to guide the State and world toward a more sustainable future. Through its role as the responsible institution for administration of the Maryland Sea Grant College and numerous collaborative programs with other institutions, UMCES leads, coordinates, and catalyzes environmental research and education within the University System.

UMCES originated more than 90 years ago with the founding of the Chesapeake Biological Laboratory in 1925 and presently conducts programs through four geographically distinct laboratories (Appalachian Laboratory in Frostburg; Chesapeake Biological Laboratory on Solomons Island; Horn Point Laboratory near Cambridge; and the Institute of Marine and Environmental Technology in Baltimore). The Maryland Sea Grant College is located in College Park and the Integration and Application Network has offices in Annapolis.

In addition to the USM legislative mandates in Education Article Section 10-209, UMCES operates under a specific statutory mandate (Natural Resources Article Section 3-403) to “conduct a comprehensive program to develop and apply predictive ecology for Maryland to the improvement and preservation of the physical environment, through a program of research, public service, and education.” In executing this mission, UMCES is an independent institution responsible for generating unbiased science and plays a key role in advancing knowledge in support of Maryland's international reputation for progressive environmental management and sustainable economic development.

The core purpose of UMCES is scientific discovery leading to comprehensive scientific knowledge of our environment and the human consequences of environmental change. Scientific discovery supports the application of knowledge to emerging environmental issues and the education of the next generation of scientists and resource managers. Through these functions, UMCES has become nationally and internationally respected for the excellence and multidisciplinary nature of its research, its success in applying scientific knowledge to the management of ecosystems, including the Chesapeake Bay and its watershed, and its multifaceted collaborations in education.

With UMCES' degree granting accreditation, faculty members advise, teach, and serve as mentors to many graduate students enrolled in USM institutions. Most are enrolled in the System-wide graduate programs in Marine- Estuarine-Environmental Sciences (MEES), in which the UMCES' faculty have a leading role. UMCES faculty also teach and advise graduate students enrolled in the Graduate Program in Life Sciences (GPILS) at the University of Maryland Baltimore, and graduate programs in Wildlife/Fisheries Biology or Applied Ecology and Conservation Biology at Frostburg State University. Through these multi-campus programs, UMCES is a pioneer in the use of the Interactive Video Network and web-based delivery in graduate instruction. Students focus their M.S. or Ph.D. thesis research in fields such as fisheries science; environmental chemistry and toxicology; ocean science; marine, aquatic and terrestrial ecology; environmental molecular biology and biotechnology; and environmental and natural resource management.

UMCES delivers high-quality services to: K-12 students and teachers through environmental science education programs; the general public and decision makers through timely and pertinent information;

and relevant industries (environmental technologies, aquaculture, biotechnology, seafood processing, etc.) through technology transfer directly and in partnership with the Maryland Sea Grant College. Our uniquely focused mission on environmental science education and research is key to promoting student success in the field. UMCES faculty expertise provides students with high quality research experiences and mentoring in the sciences that result in learning success and targeted workforce development opportunities in support of the State Plan student access and success initiatives. UMCES also executes its statutory responsibility to provide sound scientific information and advice to Maryland state agencies and the General Assembly, with the President of UMCES serving on the Governor's Bay Cabinet.

INSTITUTIONAL CAPABILITIES

Facilities and Programs. UMCES operates world-class research facilities at its four locations across the State. These include: specially-designed laboratories with advanced instrumentation for chemical and biological experiments and analyses, including DNA sequencing and advanced molecular biology capabilities; seawater systems for maintenance of and experimentation with marine and aquatic organisms; extensive shellfish and finfish aquaculture facilities; greenhouses; computational and geographic information systems; remote sensing, soil, vegetation, and water analyses, the state-of-the-art research vessel *Rachel Carson*; and automated environmental and oceanographic observing systems. UMCES' faculty has integrated its disciplinary expertise into nationally prominent, foundational research strengths: biodiversity and invasive species; climate and energy; coastal and estuarine science; environmental chemistry and toxicology; fisheries and aquaculture; genes and microbes; ocean science; restoring and sustaining ecosystems; terrestrial ecology and land management; and water resources and watersheds.

Collaboration. A hallmark of UMCES is a collaborative, multidisciplinary approach to discovery, integration, application, and education in response to the challenging environmental issues of the 21st century. UMCES' faculty members actively collaborate with each other and with faculty members at other USM institutions and scientists throughout the world. Through its strong relationship with other USM institutions, UMCES provides high-quality graduate education to more than 85 students based at UMCES' laboratories. These relationships also provide broad opportunities to increase the diversity of participation in environmental science. UMCES is part of a tripartite collaboration with the University of Maryland Baltimore County and the University of Maryland, Baltimore to operate the Institute of Marine and Environmental Technology (IMET). The IMET partnership encompasses a range of research specializations and orientations in support of Maryland's economic development in biological and other technologies, including: the use of aquaculture and genomics to foster conservation and creation of marine resources and bio-energy; environmental observation and sensor development; oyster reef and marsh restoration; environmental toxicology and remediation; marine biomedicine development; and sustainable ports and urban ecosystems.

National Leadership. UMCES' faculty provide national and international leadership by: directing cutting edge research and developing state-of-the-art environmental observations and models; training graduate students who go on to careers as professors, research scientists, environmental managers, and entrepreneurs; publishing their research results in top scientific journals; conducting national and international assessments of key environmental issues; serving on professional society and editorial boards; and participating in numerous review panels for science programs throughout the world.

Maryland Sea Grant. As the responsible USM institution for the Maryland Sea Grant College, a partnership among the National Oceanic and Atmospheric Administration, University System of Maryland, and State of Maryland, UMCES has an important responsibility to the regional scientific

community, as well as state and federal governments. UMCES and Sea Grant share a mission of promoting the conservation and sustainable use of coastal and marine resources contributing to the restoration of Chesapeake Bay and its watershed. UMCES and Sea Grant collaborate to catalyze scientific research and outreach in a manner that fully engages other research and educational institutions in the State, state agencies, and numerous stakeholders to achieve shared goals.

Integration and Application Network. Partnerships are fostered by the Integration and Application Network and a variety of organizations and agencies, both regionally and globally, and has staff located at UMCES laboratories, the US EPA Chesapeake Bay Program office, and at the Maryland Department of Natural Resources. Its environmental assessments are conducted in collaboration with its partners in a manner that enhances their scientific and communication capabilities through shared learning and direct training.

Contributions to USM Mandates. UMCES contributes to meeting the legislative mandates of the University System of Maryland in numerous ways, specifically including:

1. achieving national eminence as one of the world's premier research institutions focused on environmental science;
2. uniquely integrating research, public service, and education related to the sustainability of environment and natural resources of Maryland and the Chesapeake Bay region;
3. leading the System's nationally ranked graduate program in marine and environmental science;
4. recruiting and retaining a nationally and internationally prominent faculty;
5. attaining research funding and private support in excess of its state support;
6. promoting economic development related to aquaculture, biotechnology, environmental technologies, maritime commerce, natural products, energy, and natural resource utilization, with effective technology transfer, commercialization and business development;
7. maintaining active outreach to state and federal agencies, businesses, elementary and secondary schools, and the general public; and
8. actively collaborating with other higher education institutions in Maryland in advanced research and graduate education.
9. promoting increased diversity in our faculty and the student body.

INSTITUTIONAL OBJECTIVES AND OUTCOMES

In accordance with its legislative mandate, the Maryland State Plan for Postsecondary Education, and the USM Strategic Plan, the following institutional objectives and outcomes have been specified:

1. Continue to strengthen UMCES capacity for scientific discovery related to: a) genes to ecosystems diversity and conservation; b) human welfare; c) energy choices; d) water security; and, e) global reach. Collectively, efforts to achieve these objectives support UMCES legislative mandate to develop and apply a predictive ecology in the early 21st century. This goal supports the State Plan Innovation initiative, specifically related to Strategy 10 and 11 as indicated below in item d. Progress will be reflected in part by:
 - a. steady growth in sponsored research support;
 - b. peer reviewed publications that are widely cited and highly influential;

- c. success in developing and supporting innovative, multidisciplinary, and translational research programs;
 - d. encourage and expand entrepreneurship through technology transfer programs as well as training programs for graduate students and faculty; and
 - e. peer recognition as a member of the top-most tier of institutions involved in coastal and watershed science.
 - f. promote increased diversity and inclusiveness within our faculty and the student body.
2. Continue the development of UMCES' capacity for integration and application, including through the Integration and Application Network (IAN) and the National Socio-Environmental Synthesis Center (SESYNC), which facilitates transdisciplinary integration of environmental sciences and provides a mechanism to provide scientifically sound advice to the environmental and resource management communities of the Chesapeake Bay region and beyond. This goal and related outcomes supports the State Plan Innovation initiative. Progress will be reflected in part by:
 - a. broad and effective involvement of UMCES' faculty in integration and application activities;
 - b. attraction of substantial external support for these activities;
 - c. continued recognition of UMCES as the most effective academic institution in applying environmental science to chart effective courses for the restoration and management of the Chesapeake Bay and its watershed; and
 - d. national and international leadership in scientific assessments of critical issues facing the sustainability of coastal environments and their watersheds.
 3. Build on UMCES' success in graduate education, by updating and reforming existing programs to meet the changing societal and scientific needs, competing more successfully for the most qualified students, and providing expanded opportunities for continuing professional education, including video and web-based delivery of instruction. This goal supports the State Plan initiatives to improve practices around student success, specifically targeting Strategy 6 and 7 in the plan. Progress will be reflected in part by:
 - a. effectiveness in elevating the Marine-Estuarine-Environmental Sciences program and improving its national ranking;
 - b. stronger qualifications of entering graduate students and greater professional success (awards, placement, etc.) of degree recipients;
 - c. develop capstone courses in coordination with regional agencies to provide students practical resource management tools; and
 - d. establishment of a successful program for continuing education for environmental science professionals.
 - e. increased enrollment of traditionally underrepresented groups within environmental science.

4. Expand the role of UMCES and the Maryland Sea Grant College in environmental education by offering hands-on experiences at the laboratories for students and teachers; contributing to teacher education; and providing state-wide leadership in the dissemination of scientifically sound information to the public. This goal supports the Access initiative in the State Plan, specifically in relation to Strategy 1. Progress will be reflected in part by:
 - a. the numbers of k-12 students reached and teachers trained through practical experience; and
 - b. increased public understanding of issues confronting Maryland's environment.

5. Support the leadership of UMCES' faculty within the scientific community and advance environmental science and translational research within the University System of Maryland, the State, the Chesapeake Bay region, and the nation. This goal and related outcomes broadly support the State Plan Innovation initiative. Progress will be reflected in part by:
 - a. achieving and maintaining nationally competitive salaries for attracting and retaining the most accomplished faculty;
 - b. participation of faculty members in national and international scientific activities, including scientific advisory panels and professional societies; and
 - c. leadership of collaborative programs in environmental science and sustainability within the USM.



UNIVERSITY OF MARYLAND EASTERN SHORE

Office of the President

UMES Mission

The University of Maryland Eastern Shore (UMES) has decided to retain its mission statement approved in 2014, updated for its new Carnegie Classification of Doctoral University (Moderate Research Activity), obtained in 2016 and as presented in its 2018-2023 Strategic Plan draft as follows:

Mission Statement (2014)

The University of Maryland Eastern Shore (UMES), the state's historically black 1890 land-grant institution, has its purpose and uniqueness grounded in distinctive learning, discovery and engagement opportunities in the arts and sciences, education, technology, engineering, agriculture, business and health professions. UMES is a student-centered, doctoral research degree-granting university known for its nationally accredited undergraduate and graduate programs, applied research, and highly valued graduates. UMES provides individuals, including first generation college students, access to a holistic learning environment that fosters multicultural diversity, academic success, and intellectual and social growth. UMES prepares graduates to address challenges in a global knowledge-based economy, while maintaining its commitment to meeting the workforce and economic development needs of the Eastern Shore, the state, the nation and the world.

Mission Statement (2018) Update

The University of Maryland Eastern Shore (UMES), the State's Historically Black 1890 Land- Grant institution, has its purpose and uniqueness grounded in distinctive learning, discovery, and engagement opportunities in the arts and sciences, education, technology, engineering, agriculture, business, and health professions. UMES is a student-centered, doctoral research degree-granting university known for its nationally accredited undergraduate and graduate programs, applied research, and highly valued graduates. UMES provides individuals, including first generation college students, access to a holistic learning environment that fosters multicultural diversity, academic success, and intellectual and social growth. UMES prepares graduates to address challenges in a global knowledge-based economy, while maintaining its commitment to meeting the workforce and economic development needs of the Eastern Shore, the State, the Nation, and the World.

Vision

UMES will strategically maintain its doctoral research university Carnegie Classification and serve as a national model for producing globally competent citizenry in the 21st century by:

- Providing access to high quality, values-based educational experiences, especially to individuals who are first generation college students of all races, while emphasizing multicultural diversity and international perspectives;
- Recruiting and retaining outstanding students, faculty, and staff who will learn, work and conduct world class research and development engagements that address the challenges of the future;
- Creating a culture to develop a systematic approach to successfully close the student achievement gap.

Institutional Core Values

UMES institutional core values are as follows:

- Embodying the “I CARE” core values of integrity, Commitment, Accountability, Respect and Excellence in all our interactions.
- Providing high quality undergraduate and graduate programs that will equip students with the knowledge and skills necessary for the challenges of America and other global societies.
- Affirming its role as the State’s 1890 land-grant institution by providing to citizens opportunities and access that will enhance their lives and enable them to develop intellectually, economically, socially, and culturally.
- Demonstrating shared-governance through recognition of the viewpoints that all members of the university community contribute to the institution.
- Appreciating diversity in its student body, faculty, staff and administration through commitment to tolerance, freedom of expression, and celebration of other cultures.
- Adhering to the highest standards of honesty, fairness, trust and integrity in both personal and professional behavior.
- Promoting student-centeredness as the heart of the enterprise.
- Focusing on character development through learning and leadership experiences.

Summary of Changes for Mission Statement 2018

- The only update in the above mission statement is that in line #4 of the 2014 version, the words “degree-granting” have been removed from the updated statement.
- No change in vision statement.

- First bullet concerning “I CARE” core values has been added to underscore the importance of personal and interpersonal behaviors as members of the community.

Details of the Review and Approval Process

UMES initiated its strategic planning process fall 2016 and completed the process in early spring 2018. As a part of the strategic planning process, a *Taskforce on Mission, Goals and Core Values* was assembled of a university stakeholders. The work of the taskforce was guided by the following charge to:

Consider: Current mission, goals, vision, and values of UMES and ensure that they are consistent and aligned with the current status of UMES, its aspirations, present and future needs of the state of Maryland, the nation and the global demands of the 21st century including the enhancement of student enrollment, student second-year retention, four and six year graduation rates.

The taskforce submitted a modestly modified version of the 2014 UMES Mission Statement for review to the UMES Strategic Planning Steering Committee, which approved the final version on December 5, 2017.

Institutional Identity

The University of Maryland Eastern Shore (UMES), the State's Historically Black 1890 Land- Grant Institution, is a teaching, research, and doctoral institution that nurtures and launches leaders in a student-centered environment. Committed to providing high quality programs in an ethnically diverse environment, the University prepares students who will serve and shape the global economy, and currently offers 60 programs (i.e., 1 upper division certificate, 37 bachelor's, 14 master's, 2 professional doctorate and 6 research/scholarship doctorate programs). UMES is a growing, primarily residential university with a mission focused on learning, discovery, and engagement. This is consistent with valuing the scholarship of faculty in discovering new knowledge, and disseminating and applying it to the extended community. The University recognizes its responsibility for developing human potential, enriching cultural expressions, and sharing its expertise with individuals, businesses, educational, governmental, and non-governmental organizations. These aspirations are in accordance with UMES' legacy and mission as Maryland's 1890 Land-Grant Institution. Founded in 1886 under the aegis of the United Methodist Church, UMES is proud of its long history of continuous educational service.

One of the original purposes of the land-grant institutions, the education of citizens for life in the American economy (then, largely agrarian, but now more diverse), included the disciplines of agriculture and mechanical arts. UMES continues to embrace the original purposes as well as its current expansions to include the liberal arts, scientific, business, technological, and education and cooperative ventures with foreign universities, governmental and non-governmental organizations, and private industries.

Through the University of Maryland Extension Service and the Agriculture Experiment Station, UMES works collaboratively with the University of Maryland College Park, the 1862 land-grant institution. The University's expanding instructional technology infrastructure supports the increasing externally funded research grants generated by campus personnel.

Quick responses to the economic and educational needs of the region and the State characterize the role that the University plays. The Hospitality and Tourism Management (HTM) Program's provision of well-trained personnel for state and national tourism industry, and the work of faculty researchers that relates to conservation and use of natural resources including water, plant, and animal diversity exemplify this responsiveness. The seafood, poultry, and fresh produce initiatives assist businesses with the development of procedures that maximize quality, safety, and profitability of food products through the use of applied research, certified training, and educational materials.

UMES engages in numerous collaborative efforts to (a) increase access and opportunity for a broad spectrum of students including the economically and educationally disadvantaged, low-income adult learners, and first-generation college students; and (b) to meet other state needs. Collaborative educational connections with local school systems address the Professional Development Schools, The Redesign of Teacher Education (including the PreK-16 initiative), and other programs. For instance, UMES and Salisbury University collaboratively operate the Master of Arts in Teaching, the dual degree in Sociology/Social Work, Engineering, and Biology/Environmental Science Programs.

UMES supports the Eastern Regional Higher Education Center (ERHEC) at Wye Mills. Specifically, the Department of Human Ecology and Chesapeake Community College have implemented a 2+2 Child Development Program that is offered via distance education. Further, Allegany Community College of Maryland, Frostburg State University, and UMES collaboratively offer HTM course work to the Western Region. Additionally, UMES' Hospitality and Tourism program and Construction Management Technology program are offered at the USM Universities at Shady Grove.

UMES provides Special Education Programs, a teaching area of great state and national need, on the Eastern Shore at both the undergraduate and graduate levels. The University also has the only Agricultural Education and Technology Education Programs in Maryland. Access to the Salisbury-Ocean City Airport allows the Engineering and Aviation Sciences programs to establish strong links with airport personnel. Physical Therapy majors provide professional service alongside staff of McCready Hospital- a 16-bed acute-care rural hospital with a 60-bed nursing home- for home residents and hospital patients of Somerset County. Agricultural and Natural Science students and faculty leaders partner with local agricultural and aqua-cultural business persons, to conduct and apply appropriate research findings that improve their economic base. Career and Technology Education courses are offered outside of Princess Anne, such as in downtown Baltimore at the Maryland Center for Career and Technology Education Studies in the Baltimore Museum of Industry. These courses are targeted for technology education teachers who are seeking degrees and teacher certification. UMES offers the Ph.D. in Marine- Estuarine- Environmental Sciences (MEES) and in Toxicology, in conjunction with other University System of Maryland institutions.

UMES achieved the Doctoral University (Moderate Research Activity) Carnegie Classification in 2016. It continues to meet threshold awards of research/scholarship degrees in six programs including (a) Food Science & Technology, (b) Organizational Leadership, (c) Educational Leadership, (d) Toxicology, (e) Marine Estuarine and Environmental Sciences (System-wide) and (f) Pharmaceutical Sciences. UMES needs more resources to support faculty members and student research to maintain and sustain its Doctoral University status like other research universities. To respond to widespread regional and national health care needs, especially those in rural areas, the School of Pharmacy and Health Professions (consisting of Pharmacy, Physical Therapy, Exercise Science, and Rehabilitation Services) continues to provide signature programs to UMES students.

- i. In paragraph four line #5 of the 2014 version the sentence beginning with rural development Center has been deleted from the new version because it is no longer applicable.
- ii. The beginning of the last paragraph has been rewritten to reflect a change in the Carnegie Classification of UMES as a Doctoral University (Moderate Research Activity) in 1916. UMES' vision for Carnegie DU-MRA Classification is no longer aspirational. Rather it is one of maintaining and sustaining this classification.

Institutional Capabilities

UMES looks, with pride, at its achievements regarding the provision of high-quality academic programs and services for ethnically and culturally diverse students. Toward that end, the University offers programs and assistance that attract, serve, retain, and graduate first- generation college students, nationally recognized scholars, and international clientele as part of its core capacity. Students come from over 40 states other than Maryland and over 70 different countries. At the faculty level, the University is equally impressively diverse, with a variety of highly qualified faculty from various ethnic backgrounds.

Research and development activities focus on faculty and student development, agricultural and environmental sciences, renewable energy resource development, health sciences, and international development. Through those focus areas, UMES plays a pivotal role in responding to local, state, and international priorities through the unique initiatives as described below.

Faculty and Student Development

The university supports the Maryland State Plan for Postsecondary Education – Increasing Student Success with Less Debt to develop a highly qualified workforce for the economic growth and vitality of the State by serving as a focal point for the advanced training of elementary, junior and senior high school teachers, and students in marine sciences. As such, UMES is an ideal venue for field trips and instruction for the UMES/Salisbury University dual degree program in biology and environmental sciences. Coupled with the UMES MEES program are excellent facilities, which prepare post-secondary students for careers in research and public policy that support a sustainable harvest and conservation of the state's and nation's living marine resources.

Agricultural and Environmental Sciences

The UMES Coastal Ecology Teaching and Research Center (CETRC), located at Assateague Island (six miles from the Chesapeake Bay and thirty miles from the Atlantic Ocean), plays a significant national role in the diversification of the work force of the National Oceanic and Atmospheric Administration (NOAA).

The Center for Research Excellence in Science and Technology (CREST), which includes UMES (lead institution), the Virginia Institute of Marine Science, the Institute for Marine and Environmental Technology (IMET), and Morgan State University, is funded by the National Science Foundation (NSF). The CREST Center's research focuses on the effects of: (1) land use and climate change on water quality; (2) water quality changes on microscopic algae and seaweed, including harmful species; (3) environmental factors on zooplankton populations, which serve as food for commercially and ecologically important fish species; (4) low dissolved oxygen and pollution on fish populations such as

Atlantic croaker; and (5) water quality changes on the infection of blue crab by the parasite *Hematodinium* and on blue crab distributions in Maryland's coastal bays.

Renewable Energy Resource Development and Implementation Strategies

UMES is currently leveraging the 17-acre, 2.2 MW solar farm located on its campus. The facility currently supplies approximately 15% of the university's electricity needs. The university is committed to utilizing the engineering, agricultural and natural science faculty for the development of renewable energy resources and implementation strategies. This includes the investigation and use of solar, wind and biological resource development. By deploying state-of-the-art wind measurement equipment, UMES engineering and engineering technology department faculty are developing wind resource evaluation standards for Maryland's Eastern Shore. A faculty member in Engineering recently earned an exclusive U. S. Patent for an invention that will head off energy pipeline ruptures including those that cause gasoline prices to spike. The biological energy recovery is focused on implementation of biodiesel and chicken-litter digestion technologies. There are also plans to develop smart grid technology that will efficiently combine all three energy utilization technologies.

[A U. S. Patent won by a UMES Professor in Engineering has been included in the 2018 version to highlight the high quality research work undertaken by UMES.](#)

Health Sciences

Faculty in the areas of Pharmacy, and Physical Therapy are investigating new ways of treating patients. In the area of physical therapy, research is being conducted on capturing patient motion through the utilization of computer monitoring and simulation. In Pharmacy, a faculty member's gene slicing idea has earned him a U.S. Patent for the new frontier research for fighting prostate cancer, a medical diagnosis that is dreaded by half of the planet. Another Professor in Pharmacy has also earned a U. S. Patent for a new drug for treating epilepsy. The University also offers a hub to blend the experiences of students who major in health professions, coupled with research opportunities that motivate them to pursue graduate degrees in the health sciences.

[U. S. Patents won by two UMES Pharmacy faculty members have been included in the 2018 version to highlight the high quality research work undertaken by UMES.](#)

International Partnerships

UMES has linkage agreements with more than 20 Universities and research institutions in Africa, the Caribbean, and Central America. These linkages enhance the university's international education focus through: (1) student study and research abroad, (2) faculty and student exchanges, (3) international scholar-in-residence, and (4) international development programs. Facilitated by UMES, nine faculty members from five Ghana universities that are in partnership with UMES received certification as Hospitality Educators by the American Hotel and Lodging Educators Institute (AHLEI) in 2018. The University also has several cooperative agreements with the United States Department of Agriculture to provide technical assistance to the United States Agency for International Development.

Institutional Objectives and Outcomes

University progress depends upon the success of its accountability practices; therefore, strategic planning, assessment and evaluation are key to measuring an institution's success. The University's strategic planning process ensures that UMES uses a systematic process to engage in ongoing, dynamic and

comprehensive assessment of the annual UMES Strategic & Operations Plan. Goals and sub-goals are carefully tracked and reports are regularly disseminated to assist faculty, students and administrators in using data-based decision-making to map progress.

The 2018-2023 Strategic Plan (draft) represents the collective effort of administrators, faculty, staff, students and community stakeholders. The overarching goals, consistent/aligned with the goals and themes of the University System of Maryland and, as much as possible, the Maryland State Plan for Postsecondary Education, have been carefully developed to address UMES' priorities over the next 5-10 years. These themes and goals are as follows:

Theme 1: Access, Affordability and Attainment

Theme 2: Economic Development and Competitiveness

Theme 3: Academic Transformation

Theme 4: National Eminence

Theme 5: Efficiency and Effectiveness

The goals are also aligned with the 2017-2021 Maryland State Plan for Postsecondary Education (MSPPE) and University System of Maryland (USM) Goals including investing in Science, Technology, Engineering, Agriculture and Mathematics (STEAM) and health care programs. The alignment is as follows:

MSPPE Goal 1: Ensure equitable access to affordable and quality postsecondary education to all Maryland residents

USM Goal I: USM Academic programs will respond to meet the changing educational and leadership needs of our state, our nation, and a growing and increasingly diverse undergraduate and graduate student population.

UMES Goal I: Develop, strengthen, and implement academic programs that are responsive to the UMES mission and are systematically reviewed for sustained quality, relevance, and excellence to meet the challenges of a highly competitive and global - economy.

- 1.1 Expand UMES' capacity to offer unique and/or critical certificate, undergraduate, graduate, and professional academic programs, including Physician Assistant Studies, interdisciplinary and online programs that address state and regional workforce needs.
- 1.2 Obtain national program accreditations for eligible programs; and reaffirmation of accreditation for existing programs.
- 1.3 Increase student enrollment, retention and graduation rates in Science, Technology, Engineering, Agriculture and Mathematics (STEAM) fields.
- 1.4 Increase enrollment of community college transfers, non-traditional students, International students and veterans.
- 1.5 Increase student enrollment and retention for four and six year graduation rates.

- 1.6 Increase the number of degree awards in STEM programs to significantly contribute to meeting regional, national, and global workforce needs and supporting innovation.
- 1.7 Develop a comprehensive international structure to support: (i) student study abroad, (ii) international students and scholars, (iii) globalization of the curricula, and (iv) linkages with international institutions.
- 1.8 Retain and sustain the Carnegie Doctoral University (DU-Moderate Research Activity) Classification.

MSPPE Goal III: Foster innovation in all aspects of Maryland higher education to improve access and student success.

USM Goal II: Throughout its educational, research, and outreach activities, the USM will strive to produce graduates who are knowledgeable of and sensitive to the cultural, environmental, and technological issues facing a global economy, who understand the importance of and the responsibilities inherent in citizenship and community; and who have the knowledge, skills and integrity to effectively lead the people and organizations they serve.

UMES Goal II: Enhance university infrastructure to advance productivity in research, economic development, technology development and transfer; contribute to an enhanced quality of life in Maryland; and facilitate sustainable domestic and international economic development and competitiveness.

- 2.1 Develop campus facilities that support research and workforce development and upgrade instructional facilities to provide high quality experimental learning.
- 2.2 Expand a secure technology infrastructure to provide reliable, effective, and sustainable computing services for faculty, students, staff and researchers on and off campus.
- 2.3 Develop an effective infrastructure for administration of the research enterprise at UMES, including the facilitation of interdisciplinary collaboration and research on global sustainability challenges.
- 2.4 Establish and enhance research-based programs to become recognized centers of excellence.
- 2.5 Promote and support engagement with public, private, and not-for-profit partners.

MSPPE Goal II: Promote and implement practices and policies that will ensure student success.

USM Goal III: USM research and scholarship will position Maryland as a national and international leader in science and technology, the arts and humanities, and the professions, creating and disseminating knowledge to ensure the state's continued economic growth, sustainable development, and international competitiveness.

UMES Goal III: Promote and sustain a campus environment that supports a high quality of life and learning that positively impacts retention through graduation and produces knowledgeable and culturally competent citizens able to lead effectively and compete globally.

- 3.1 Improve teaching and learning environment.
- 3.2 Improve the process for attracting, retaining and developing high quality diverse faculty and staff.
- 3.3 Expand scholarship and fellowship resources for undergraduate and graduate students.
- 3.4 Increase engagement of students in educationally purposeful activities.
- 3.5 Develop and implement a comprehensive strategic marketing plan that highlights UMES academic enterprise and accomplishments and “brands“ the institution.
- 3.6 Improve support for first year, second year, and transfer students as they transition to the university.
- 3.7 Foster a student centered climate and enrich customer service.
- 3.8 Enhance Student Life and Student activities including academic and non-academic programs and student support services.
- 3.9 Produce competitive and well-prepared graduates for entry into careers, graduate and professional programs.

MSPPE Goal III: Foster innovation in all aspects of Maryland higher education to improve access and student success.

USM Goal IV: The USM will achieve national eminence as mandated by the state legislature and will relentlessly pursue its fundamental mission to serve the public good.

UMES Goal IV: Improve academic and administrative systems to facilitate learning, discovery and community engagement to gain national and international eminence.

- 4.1 Create institutional research agenda to serve the greater community and to address relevant regional, state, global issues.
- 4.2 Improve administrative structures to attract high-quality, diverse students, faculty, and staff.
- 4.3 Develop a culture of research, innovation and entrepreneurship.

USM Goal V: The USM will adhere to the highest standards of stewardship in all of its endeavors, and will promote the effective, efficient, and principled use of state and private resources.

UMES Goal V: Efficiently and effectively manage the resources of the University and aggressively pursue public and private resources to support the enterprise.

- 5.1 Continue to implement cost savings/avoidance measures.
- 5.2 Enhance the system for monitoring progress and institutional priorities.
- 5.3 Streamline university processes to improve workflow.
- 5.4 Engage key internal and external constituencies to support the capital campaign.
- 5.5 Strengthen environmental mitigation strategies through infrastructure improvements and implementation of a viable recycling program.
- 5.6 Establish a transparent university-wide systematic method for planning and budget development that aligns with the University's priorities.
- 5.7 Enhance accountability, high performance, and service excellence.
- 5.8 Enhance and diversify overall University revenue streams.

July 20, 2018

**UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE
2018 MISSION STATEMENT REVIEW**

SUMMARY MISSION STATEMENT

The mission of University of Maryland University College is improving the lives of adult learners. We will accomplish this by:

1. Operating as Maryland’s open university, serving working adults, military servicemen and servicewomen and their families, and veterans who reside in Maryland, across the United States, and around the world;
2. Providing our students with affordable, open access to valued, quality higher education; and
3. Serving as a recognized leader in career-relevant education, embracing innovation and change aligned with our purpose and sharing our perspectives and expertise.

UMUC’s current strategic plan – mission, vision, and goals – was developed through an inclusive university-stakeholder engagement process during the 2014-2015 academic year, and approved and published in 2015. A university Strategic Plan Task Force was established and charged with updating the University’s mission, vision, and goals and developing the plan. The Strategic Plan Task Force conducted over 30 meetings with groups of stakeholders throughout the university, ultimately yielding a set of strategic goals and initiatives contextualized by a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis based on UMUC’s place in the changing higher education landscape. The mission statement, along with the vision and strategic goals were finalized and approved by the President before publishing the plan. The resulting updated mission statement more explicitly defines what “open university” means and who UMUC serves and remains consistent with the State Plan and State statute¹.

The primary modality through which UMUC fulfills this mission is online education, though the university also offers select courses in face-to-face and hybrid modalities at locations in the greater Washington, D.C. metropolitan area, on/near military installations in the United States and abroad, and in shared facilities in regional higher education centers.

INSTITUTIONAL IDENTITY

Purpose and Uniqueness

Despite some shifts in wording and emphasis, UMUC’s identity and purpose have remained consistent through the years and are deeply embedded in its culture. The principles of high-quality service to career-oriented adult students, a global presence, affordability, and accessibility define UMUC and align directly with the State Plan goals of access, success, and innovation. Staff, faculty, and students recognize UMUC as an institution that reaches out to students where they are, rather than drawing

¹ As stipulated by State statute (Annotated Code of Maryland, Education Section, 13.101), UMUC shall:

- (1) Operate as Maryland's open university, serving nontraditional students who reside in Maryland, the United States and around the world;
- (2) Provide the citizens of Maryland with affordable, open access higher education;
- (3) Continue as a leader in distributed education.

them to a central campus. They also acknowledge its commitment to minimize barriers and maximize access for students, to respect diversity and support students' career aspirations, and to leverage multiple vehicles and tools, including state-of-the-art technology, to support student learning. UMUC is viewed both internally and externally as a mission-driven innovator.

UMUC is an open-access university focused on the adult learner. UMUC admits all prospective undergraduates who have earned a high school diploma or equivalent and all prospective master's degree students who have earned a bachelor's degree. SAT, GRE, or GMAT scores are not required. Entering students bring widely varying levels of academic preparation and familiarity with higher education. UMUC also attracts an exceptionally diverse student body when it comes to demographics, including age, ethnic background, and socio-economic circumstances.

This focus on the adult learner and the resulting diversity of its student body drives UMUC's programs and services to serve the specific needs of these students. The average age of UMUC's undergraduate student population is 32 years old; most are employed, married and have children. As a group, these students have attended an average of five other colleges or universities before transferring to UMUC. In FY17, 95% of UMUC's unique headcount was enrolled in a part-time status. In fall 2017, 39% of UMUC's undergraduate students and 47% of its graduate students were African-American or Hispanic. Consequently, the university awards a large number of degrees to these groups each year. In FY 2017, 33% of UMUC bachelor's degrees, 44% of its master's degrees, and 44% of its doctoral degrees were awarded to African-American or Hispanic students, totaling more than 3,000 degrees.

UMUC's focus on the adult learner is also central to the university's longstanding relationship with the Department of Defense and its military contracts in Europe, the Middle East and Asia. Military students are especially well served by UMUC's flexible delivery and support systems, and active duty military, veterans, reservists, and dependents comprise about half of UMUC's worldwide students. Continuous educational progress can be difficult for military students subject to repeated deployments and even for their dependents. Some enter UMUC for just one or two courses to transfer back to their home institutions, keeping up momentum toward their degrees while far from home. Others enroll to complete a degree, sometimes one begun years prior to enrollment at UMUC. These and other adult students often must stop enrollment for one or more terms because of family and work commitments or financial considerations. The combination of "start and stop" re-enrollment and part-time study means that UMUC students take a longer time to degree completion than more traditional students.

UMUC is a well-respected and widely recognized leader in online learning within the State, across the United States, and around the world. UMUC has been providing distance education to residents of the state of Maryland, to the nation's service members, and to those who live outside of Maryland for nearly seven decades. UMUC was an early provider of off-campus educational opportunities for students when it sent the first faculty to teach active duty soldiers in Germany in 1949, and one of the first universities in Maryland to develop online education in 1993. The university stands apart within the State for its extensive technical infrastructure, trained faculty and staff, and deep support services for teaching adult students, both online and on-site.

In keeping with its goal of serving learners where they live and work, UMUC offers a mix of hybrid and fully online courses delivered in sessions of adult-appropriate lengths. Undergraduate courses are eight weeks in length, and graduate courses are 10 to 13 weeks in length. UMUC optimizes course scheduling, including frequent session starts, so that students can fit the courses they need into their busy lives. UMUC's online presence is integrated throughout its offerings and operations, and no program is

offered entirely onsite due to decreasing student demand. Because of its online presence, UMUC does not have a limited number of seats and can add class sections as needed to meet student demand. This flexibility and responsiveness is central to UMUC's model. Student support services are all available online and, unlike many traditional universities, UMUC does not house its online instruction in a separate administrative unit. Rather, for UMUC, online is the primary form of delivery, not a defining quality of curriculum.

Given UMUC's mission and student population, it is a natural partner with community colleges within the State and across the nation. Consequently, UMUC has articulation agreements with all 16 community colleges within the State and with 55 other community colleges outside of Maryland, representing 24 states. These relationships are an integral part of the university's identity offering affordable educational pathways to adult learners, and account for the fact that UMUC takes more transfer students than any other college or university in the State.

External forces including shifting demographics, the global knowledge economy, and new access to information are driving a reformation in higher education that is changing the very foundation of how students experience "college" and changing the higher education space in which UMUC operates. The concepts of "adult" learners or "nontraditional" students taking "online" classes are no longer differentiators in a world where campus-based universities offer online courses, open admissions institutions abound, and even the most prominent traditional institutions—private and public—are offering open admission and online programs to increasing numbers of adult students. UMUC does not view itself as solely an online, open admission, or working adult institution. It is an "open university," for which openness means both student access and institutional openness to change in order to fulfill its mission.

UMUC's Academic Model and Programs

UMUC's Carnegie classification is Master's - Larger Programs. UMUC awards associate's, bachelor's, master's and doctoral degrees, as well as undergraduate and post-baccalaureate certificates. UMUC's academic approach—driven by its mission—is globally distributed, adult-focused, career-relevant education. The emphasis within the university has been and will continue to be on applied, workforce-related academic programs that respond to market needs. UMUC is adept at understanding and anticipating workforce needs and quickly proposing and deploying certificates and degree programs to meet those needs, whether at the associate's, bachelor's, master's or doctoral level. UMUC's success in globally-distributed education relies on standardized curricula, consistent regardless of location or modality, and supported by master syllabi, electronic course materials, and other resources. This centralization of all academic programs ensures curriculum relevance, currency, and quality. The university employs a faculty model that emphasizes and supports adjunct scholars who are active in their respective professions and further infuse relevance and professional currency into the standardized curriculum through their teaching.

UMUC's academic programs are learner-focused, based on leading-edge adult learning theory and curriculum design that addresses the needs of students and the community. Curricula incorporate teaching, learning, and assessment strategies that focus on students' development of concrete, job-related knowledge and skills and are designed to afford students time to practice skills as they progress through formative instruction and engage in authentic assessment of learning. Academic programs support students' professional development with project-based opportunities to learn from employers and peers. Program competencies and outcomes are developed and verified through

collaborative efforts of academic experts, employers, and learning designers to create curricula and assessments related to the industry. Students engage in real-world, authentic, project-based tasks that require them to demonstrate their knowledge and skills as they work toward mastery. Students “learn by doing” and graduate better prepared for workplace opportunities.

UMUC intentionally seeks highly-qualified full-time and adjunct faculty who have hands-on experience in the disciplines they teach and who can leverage that experience to provide a richer learning experience for students. In keeping with UMUC’s emphasis on workplace relevance, the university’s mission to serve adult students is further supported by a majority adjunct teaching faculty who are professionals in their field who teach part-time for UMUC. These adjunct faculty provide instruction for the great majority of courses at all levels and in all programs. This model is responsible for one of UMUC’s greatest strengths: *scholar-practitioner* faculty who have solid academic credentials but continue to work outside the university, providing a continuous infusion of current workplace knowledge as well as maximum flexibility for adapting to changing student demand. In this way, UMUC supports students in a learning experience that is practical and relevant to today’s competitive and evolving global marketplace.

The ability to employ adjunct faculty is also critical to UMUC’s capacity to quickly deploy programs in response to workforce-related needs. This entrepreneurship and flexibility in establishing new programs is particularly important to the university: given its history of very limited state support (which account for approximately 10% of UMUC’s annual total revenues), the university’s financial model is based on tuition revenues, and all programs must be self-supporting.

UMUC offers academic programs that are core to any public university, but the university’s mission to educate the adult student results in an emphasis on workforce relevant academic programs. Consequently, the university awards degrees and certificates in academic disciplines including business and management, data analytics, education and teaching, healthcare and science, information technology and computer science, liberal arts and communication, and public safety, including academic programs in fields facing critical shortages such as cybersecurity, information assurance and teacher training in STEM areas.

UMUC’s Future Priorities for Academic Program Development

UMUC’s emphasis and priorities for future academic program development will continue to be on career-relevant academic programs, but with focus on furthering the learning model itself as both a market differentiator and to ensure programs continue to be optimally responsive to and supportive of the needs of UMUC’s adult learners. Specifically, this means continuing to innovate in the design and delivery of the university’s work-force relevant programs such that program design and delivery consistently reflects the latest in learning and data science; the classroom experience is characterized by collaboration, feedback, and coaching; curricula are aligned to the knowledge and skill needs of today’s employers and workplaces; and the experience of each learner is personalized, user-centered, relevant, and leverages prior learning. The university will continue to explore, test, and innovate in technology-supported learning experiences, educational resources, learning analytics, and assessments that can enhance and personalize the student learning experience in scalable ways that specifically support greater student access and student success.

UMUC identifies discipline areas for program expansion and new program development through a rigorous review of qualitative and quantitative data. The institution leverages several tools that provide

insight to emerging skill and employer needs, ranging from national analyses available through the BLS, local analyses available through DLLR, and other tools that curate national job posting and hiring data in real-time. A cross-functional internal committee reviews these data with additional qualitative input from industry advisory boards, strategic marketing, career and alumni services feedback, and outputs of the periodic academic program reviews, and formulates recommendations and strategies for both modifying existing programs to ensure cutting-edge currency and relevance, as well as new fields of study and degrees that are responsive to emerging and multi-disciplinary areas. UMUC's mission to provide career-relevant programs for adult learners means that the institution must take a monitoring approach to industry trends and act strategically and agilely with respect to curating its inventory of both fields of study and degree level. Moreover, the university mission mandates that the institution's program inventory focus on those areas of study that link directly to career and workplace needs. While the exact fields of study and degree levels that will be added in the future cannot be predicted with specificity, adherence to the mission and the above-described process support the assertion that future degrees and programs of study will fall into the larger domain buckets of the institution's current offerings and strengths: business, management, and leadership; data analytics; healthcare; information technology and information assurance, computer science, and cybersecurity; public safety; and related fields facing critical shortages.

UMUC's future priorities for both *what is offered (i.e. fields of study and degree levels)* and *how it is offered (i.e. the university's learning model)* are also aligned with the State Plan's goals of access, success, and innovation. The form and substance of UMUC's educational offerings provide:

- Access to globally distributed learners, across time and geography.
- Access for learners for whom a traditional face-to-face institution or program of study is not a feasible option due to other demands on their time and lives, including work and family obligations.
- Access for learners to an affordable, online, quality education.
- A continually improved student experience, focused on meeting learners where they are and leveraging best pedagogical practices for adult learners.
- Enhanced opportunities for student success through program design and maintenance strategies informed directly by student, alumni, employer and market needs.
- A culture of continuous experimentation and innovation in all aspects of the institution's operations, but especially regarding the use of technology to enhance and expand access and support learning, in partnering with other educational entities to create efficient and affordable pathways to degrees, and partnerships with business entities to ensure the alignment of programs to employer and workforce needs.

INSTITUTIONAL CAPABILITIES

University Organization and Resources

UMUC's President, Javier Miyares, is the CEO of the university, responsible and accountable to the University System of Maryland Board of Regents for the operation of the institution. The President is supported by a senior leadership team—the Executive Committee—which meets regularly and assists with development and implementation of university policies. The Executive Committee develops the strategic direction for the university, provides direct support and advice to the President, and has input on and influence over key decisions and issues of importance to UMUC. In addition to the President, the Executive Committee (<http://www.umuc.edu/administration/leadership-and-governance/boards-and->

committees/executive-committee.cfm) includes:

- The Chief Academic Officer and Senior Vice President
- The Chief Enrollment and Marketing Officer and Senior Vice President
- The Chief Operating Officer and Senior Vice President
- The Senior Vice President for Communications
- The Chief of Staff to the President
- The Chief Executive Officer of UMUC Ventures

All aspects of the university's operations and functions report up through a member of the Executive Committee. The extended leadership team consists of the President's Cabinet (<http://www.umuc.edu/administration/leadership-and-governance/boards-and-committees/cabinet.cfm>), an advisory body whose members share information with the President and each other on key projects and initiatives taking place across the university. The Cabinet meets regularly and provides a forum through which the President can communicate critical information. It includes the members of the Executive Committee and many of their direct reports who are leaders at the Vice Presidential level. The President's Cabinet represents the breadth of departments and functions across the university (see attached organizational chart, Appendix A).

UMUC is a tuition-driven institution, with approximately ten (10) percent of the annual institutional budget provided from the state. As such, UMUC's planning and budgeting process is built on exceptionally close monitoring and forecasting of enrollments. UMUC's planning and projection model incorporates two key drivers: future term-to-term re-enrollment rates and the number of new students expected for each term. In spite of the university's long-standing presence overseas and sizable military student population, UMUC must be conservative in its approach to enrollment targets. In fact, for the Asia and Europe divisions, which operate under contracts with the U.S. Department of Defense, UMUC assumes continued declining enrollment projections because of unpredictable deployment patterns for U.S. military overseas.

Using enrollment projections, target headcounts are converted to expected credits based on historical average course loads, and this forms the basis for tuition and fee revenue projections developed by the Chief Financial Officer (CFO) and CFO staff. Combined with the small level of state support, those revenue projections determine the resource base available for the upcoming fiscal year and the state-approved asset base for allocation. Unlike traditional universities, UMUC does not have a research mission and thus has very few external grants. The Office of Institutional Advancement does conduct donor campaigns to raise revenue for discretionary funding and student scholarships, but these too comprise a nominal amount of the institution's overall budget.

Academic Organization

Under the leadership of the Chief Academic Officer and Senior Vice President for Academic Affairs (CAO), the Division of Academic Affairs comprises five major functional units: Office of the Registrar, Learning Design & Experience, the Center for Innovation in Learning and Student Success, the Undergraduate School, and the Graduate School. The head of each department reports directly to the CAO, in addition to a Deputy Chief Academic Officer and an Associate Vice Provost for Strategic Initiatives and Planning. Together these direct reports constitute the CAO's Academic Affairs Leadership team, and work with the CAO to inform and execute academic strategies and priorities.

The university's academic programs are administered through the Undergraduate and Graduate Schools, each of which are organized into departments that oversee groups of disciplinarily-related programs.

- The Undergraduate School is organized in 4 departments
 - Business and Professional Programs
 - Communication Arts and Humanities
 - Computer Information Systems & Technology
 - The Sciences Programs
- The Graduate School is organized in 5 departments
 - Doctoral Programs
 - Information and Technology Systems
 - Cybersecurity and Information Assurance
 - Business & Management
 - Education

UMUC's Teaching and Service Functions

UMUC is a teaching institution firmly focused on teaching and in particular on the instruction of adult students. In support of the teaching mission, UMUC's Faculty Development team offers professional development opportunities for its faculty in techniques of online education and adult learning. UMUC has developed an extensive IT infrastructure, student support services, library resources, and business process to enable its programs to be offered online, reaching a state-wide, national and international student population. The university does not have a research mission beyond that of how to better serve its student demographic through innovation in andragogy, learning science, and technology. UMUC faculty do not conduct primary research under the aegis of the university.

UMUC's public service contribution is largely exercised through its open access admissions and affordable tuition. A college educated populous is an important economic driver, and UMUC is committed to supporting the state of Maryland's goal of having at least 55% of its adult population, 25 years and older, attain a college degree. As an open access institution, UMUC is an institution of opportunity for adult learners for whom more traditional pathways to a college degree have not been feasible. While UMUC's open access status provides an entry way, UMUC understands the extensive support working adult learners need to successfully and simultaneously pursue their education and the university works especially hard to reduce and eliminate financial barriers for students.

The university has built a strong Institutional Advancement Office to raise scholarship funds and other resources to serve the needs of UMUC students. In FY17, UMUC awarded more than \$2.5 million in grants and scholarships to students transferring from Maryland community colleges, and nearly \$2 million of those funds were specifically for UMUC Completion Scholarships (students who earned an associate's degree from a Maryland Community College). These scholarships build on UMUC's alliances and articulation agreements with all of Maryland's community colleges that together serve to make student transfer easier, maximize student transfer credit, and reduce both time-to-degree and the total cost of a degree.

UMUC actively pursues and maintains deep relationships with industry and employers. None exemplify this better than the university's extensive engagement in the cybersecurity field, where UMUC is not only a recognized leader in responding to this critical workforce need through its academic programs, but also actively engaged in the advancement of the field. UMUC is contributing to the Cyber Center for

Education and Innovation, and private-public partnership effort aimed at developing an integrated and multi-purpose facility for delivering structured educational outreach programs to advance greater K-20 participation in the STEM disciplines, enhancing workforce development, and optimizing operational cybersecurity training. UMUC's cybersecurity academic leadership are routinely tapped to speak at industry cyber events that bring together leadership from government, military, industry and academia to address the future of cybersecurity.

UMUC is further contributing to the state's economic development through UMUC Ventures. UMUC Ventures is a non-profit, supporting organization for UMUC, a transformative new business that augments the university's sustainable growth strategy by expanding and diversifying its revenue streams. Established by UMUC in 2016 with unanimous support from the USM Board of Regents, UMUC Ventures is a 501(c)3 supporting organization for UMUC and certified by the University System of Maryland as a High-Impact Economic Development Activity (HIEDA) to economically benefit both the State and the System. UMUC Ventures will house commercial enterprises designed to generate funds that will ultimately help keep a UMUC education affordable and accessible for students. UMUC Ventures, through its subsidiary companies, identifies opportunities and creates, markets and sells higher education products and services with the potential to generate additional revenue streams. UMUC Ventures will return proceeds to the UMUC endowment to maintain the affordability of a high quality UMUC education for adult learners in Maryland and around the world. As of 2018, UMUC Ventures operates two subsidiary companies: HelioCampus and AccelerEd.

UMUC also serves the State and its citizens by preserving and exhibiting collections of the UMUC Arts Program. The Arts Program curates and showcases what is one of the region's largest and richest collections of Maryland and Asian art, and spotlights the work of established and emerging artists in accessible and progressive exhibition space, at local venues, and globally via technology. The UMUC Arts Program promotes and publicizes the collection regionally, nationally, and internationally, thus expanding the collection's impact and further enhancing the university's global reputation. The Arts Program supports the university in its objective of bringing an affordable, quality education within reach for students in Maryland, across the country, and around the world, and serves as a unique focal point for engagement with the community.

Alignment to the 2017-2021 Maryland State Plan for Higher Education

UMUC's capabilities position the university as an agile, forward-looking institution aligned with the goals and strategies of the State Plan in numerous ways, such as:

State Plan Goal: Student Access – Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

- UMUC's open admissions status is unique among public four-year higher education institutions in Maryland. By focusing on access rather than selectivity in admissions, UMUC provides underserved segments of the population with an opportunity to earn a college degree.
- UMUC's open admissions status requires that UMUC have the flexibility and capacity to provide seats to all students who wish to enroll. No UMUC student should ever encounter an issue of a necessary course being "closed" due to enrollment capacity.
- UMUC offers high-quality online programs, accessible to students throughout the State, the nation, and the world, while also offering high-quality courses at regional higher education centers around the State and on/near military installations. Providing educational opportunities close to home, the workplace, and online serves to make education accessible but also serves to

reduce the cost, for both the student and the institution, by making on-campus residential facilities unnecessary.

- UMUC has replaced most costly publisher textbooks with eResources, including open educational resources (OERs), saving students millions of dollars each year.
- UMUC continues its emphasis on expanding its institutional scholarship funding to support students, with emphasis on funds to support students in critical workforce need areas, students with unmet financial need, and students transferring from Maryland community colleges.

State Plan Goal: Student Success – Promote and implement practices and policies that will ensure student success.

- UMUC aligns its academic programs with market needs, using its network of employer contacts and validated industry data on emerging and growing needs in the workforce to inform decisions about program currency and development.
- UMUC is focused on improving the student administrative experience, reevaluating and reengineering tools and business processes such as the online application, the student portal, and the application for graduation to ensure that the way UMUC does business does not introduce unnecessary burdens or challenges for students.
- UMUC offers a comprehensive prior learning program that allows students to fully leverage learning and experience they bring with them to their studies at UMUC

State Plan Goal: Innovation – Foster innovation in all aspects of Maryland higher education to improve access and student success.

- UMUC is a pioneer in the use of technology and analytics to identify new strategies and approaches that will help students learn more effectively and reduce the cost of a college degree, such as adaptive learning and predictive analytics
- UMUC's emphasis on a transformational learning model for adult learners relies on innovation and adoption of innovations to scale a personalized learning experience to its global student population.
- Through UMUC Ventures, UMUC simultaneously endeavors to increase its scholarship endowment for students while also delivering tested academic tools and services to other institutions of higher education in the state of Maryland and beyond.
- UMUC actively pursues partnerships with local and state agencies and institutions to support workforce development and readiness, and to improve access and affordability. UMUC's Prince George's 3D Scholars Program partnership with Prince George's County Public Schools and Prince George's Community College, and UMUC's partnership with Montgomery County Public Schools Partnership Programs for Support Professionals Pursuing Teaching Certification are illustrative of these activities.

INSTITUTIONAL OBJECTIVES AND OUTCOMES

Priorities and specifics of UMUC's strategic goals have shifted over the years in response to current issues, but the focus has consistently remained on four areas that anchor UMUC's mission: 1) access, 2) affordability, 3) quality of learning, and 4) innovation for how the university achieves its mission of service to the nontraditional student. The university now closely links the concept of innovation with that of institutional transformation, as the former has become a necessary institutional core value and competency as UMUC responds to challenges and opportunities in the educational landscape.

A careful balance is needed to provide the best possible experience for students—including relevant

curricula, appropriate support systems, and powerful learning experiences—while also maximizing access and controlling costs. Indeed, throughout the history of UMUC, and most of higher education, those goals have often existed in tension. Technology and online education have opened avenues for disrupting that tension in ways that can enable rapid development of educational models with high quality and low cost, making them broadly available to students but with a more personalized experience. For UMUC in particular, online offerings drastically broaden student access while providing for quick and large scalability of the “classroom” setting, reducing cost and improving quality. Technologically supported assessment and adaptive learning tools allow for personalized learning pathways for better outcomes and reduced student time (and cost), and learning analytics and assessment tracking help target scarce faculty and curricular resources.

UMUC has six strategic goal areas that guide institutional plans, decisions, actions and investments, but which continue to align with the aforementioned area (access, affordability, quality, and innovation) and with the goals of the 2017-2012 Maryland State Plan for Higher Education. These goals are specifically reflective of UMUC’s mission, strengths, and priorities; the unique student population it serves; and the changing landscape of higher education.

UMUC Goal Areas:

- **Student Success** - Help students earn a degree or certificate and achieve their professional goals and successful employment. Engage alumni and business partners as mentors, coaches, and potential employers of our students.
- **Quality Education** - Provide innovative, career-relevant education in alignment with accreditation standards and help students build the competencies desired.
- **Responsible Stewardship** - Serve as a responsible steward of all assets and resources, managing unit cost at or below inflation, to sustainably deliver affordable tuition for everyone.
- **Enrollment Growth** - Grow enrollments by 5 to 7 percent annually, creating a sustainable revenue stream to support academic innovation and investment.
- **Excellent Student Experience** - Improve the whole of the adult learner experience, commencing with first contact and following through all processes of enrollment, administration, learning, employment, and engagement as alumni.
- **Organizational Capability** - Build our professional capability by investing in our people, processes, technology, and infrastructure and by leveraging our diversity to innovate and improve.

Five strategic initiatives serve a UMUC’s priority areas for advancing these goal areas. Each of these priorities has university-wide impact and requires changes to the way UMUC conducts business internally, externally, nationally and internationally.

1. A Single Global Operational Model: UMUC grew as separate divisions—Europe, Asia and stateside—and in recent years has consolidated student operations management, administration processes, academic transfers and related procedures into a single system such that, from the students’ perspective, we are one global university. Today UMUC is a globalized American institution whose academic, technical and business operations are integrated across the United State, Europe, Asia and the Middle East. Staff work together across time zones, and students can move seamlessly from place to place, one division to another, without having to

interrupt their education. As such, the institution's emphasis on adopting and maintaining first-class administrative and student-facing operations is more important than ever.

2. Improving the Student Administrative Experience: The institution is creating a more seamless and intuitive digital user experience, allowing students to become more engaged and self-sufficient in accessing their administrative, academic, and communication information from one environment, their MyUMUC personalized student portal. UMUC is immersed in a Business Process Re-engineering initiative to achieve improvements in service and response time, and refining its student recruitment process and establishing baseline operational metrics to improve the lead-to-enrollment rates, all to deliver better support to globally-distributed adult learners.
3. Transforming the Core Learning Model: UMUC's vision for the learning model is a redesigned learner experience that delivers students a unified, streamlined, and supportive educational journey from their first course through graduation, ensuring that students are career-ready and able to enter and immediately contribute to the workplace. This learning experience will be informed by learning science and best practices in instructional design, and will enhance collaboration, communication, and connection with peers and faculty.
4. Diversifying the Revenue Portfolio: UMUC is establishing a shared repository of employer outreach activity and relationships to manage and coordinate outreach efforts across UMUC stakeholder groups to optimize the benefits of key relationships. The university will also partner with for-profit business ventures to provide new revenue streams.
5. Maintaining and Managing the University Infrastructure: UMUC is refreshing its functional infrastructure, retiring several major systems for which there is no longer adequate support and replacing them with state-of-the-art systems, as well as adopting technology and systems to automate currently manual processes, and achieve more sustainable and efficient business processes. These tools undergird the university's ability to provide 21st century service and compete in its marketplace.

Each strategic initiative affects the entire university, contributes to performance against goals and moves the institution forward toward the realization of its vision. In effect, strategic initiatives help every individual in every job link with and support the achievement of the university's mission, vision and goals. The work required to execute against each initiative is organized into multiple projects and programs, engaging many parts of the university.

Institutional Assessment

UMUC's approach to institutional assessment begins with its status as a public, state institution and its identity as a member of the University System of Maryland (USM). Assessment by each constituent institution in the USM and public status in Maryland is conducted through a range of mandated annual reporting activities to both USM and to the Maryland Higher Education Commission (MHEC). These assessment reports encompass many of the broad measures associated with student progress and outcomes such as enrollment and degree trends, transfer and retention rates, graduation rates, and others. UMUC's very detailed tracking of operational metrics—total headcount, course-completion rates, re-enrollment rates, and total revenues—feeds into this assessment framework and the overall picture of its institutional health and stability.

UMUC supplements these assessments with additional measures appropriate to its identity and

conditions. Operating in a dynamic segment of higher education, the university must correct course and adapt its plans and structures more frequently than many traditional institutions. Detailed systems of institutional controls, resource strategies, and performance assessment measures, as well as an extensive set of data reports and analyses, allow for both continuous and cyclical monitoring of institutional effectiveness and efficiency at UMUC. Thus, institutional information combines with data collected for specific initiatives: for example, conversion of inquiries (leads) to admission and subsequent registration, success of specific marketing and outreach campaigns, effects of specific changes (e.g., term length, registration deadlines, or redesign of academic programs) in terms of student success, and comparative performance of particular groups of students. Examples of how these assessments support and inform multiple strategic goals and initiatives are shown in the following table.

Examples of UMUC Metrics, Goals and Initiatives

	Examples of Metrics	Initiative 1: Single Global Operational Model	Initiative 2: Improving Student Administrative Experience	Initiative 3: Transforming Core Learning Model	Initiative 4: Diversifying the Revenue Portfolio	Initiative 5: Maintaining the University Infrastructure
Goal 1: Student Success	Retention/graduation rates		X	X		
	Time to degree		X	X		
	Alumni engagement		X	X		
	Rate of student employment		X	X		
	Course completion rates	X	X	X		
	Withdrawal rates	X	X	X		
	Average GPA			X		
Goal 2: Quality Education	Learning outcomes assessment results	X		X		
	Academic program reviews	X	X	X		
	Credits received in transfer and experiential learning	X	X	X		
	Course evaluations	X		X		
	Library holdings			X		X
Goal 3: Responsible Stewardship	Audits	X			X	X
	Budget projections and financial statements	X			X	X
	Tuition and fees	X			X	X
	Strategic Projects reports	X	X	X	X	X
Goal 4: Enrollment Growth	Enrollments overall and by subsets of students	X		X	X	
	Enrollments by delivery method and location	X			X	

	Examples of Metrics	Initiative 1: Single Global Operational Model	Initiative 2: Improving Student Administrative Experience	Initiative 3: Transforming Core Learning Model	Initiative 4: Diversifying the Revenue Portfolio	Initiative 5: Maintaining the University Infrastructure
	Number of credits taken per student			X	X	X
	Inquiries, conversion to leads, conversion to enrollment	X	X		X	X
	Lead scores		X		X	X
Goal 5: Excellent Student Experience	Student complaints	X	X			X
	Turnaround time on inquiries	X	X			X
	Student and alumni surveys	X	X	X		
	Advising and call center logs					X
Goal 6: Organizational Capability	Employee engagement survey	X				X
	Technology conversion timelines	X	X	X		X

Cross-Walk to the State Plan

UMUC's goals align with – and in many cases overlap two or more – goals of the State Plan, reflecting the inter-relatedness of both UMUC's and the State's goals.

UMUC Goal: Student Success - Help students earn a degree or certificate and achieve their professional goals and successful employment. Engage alumni and business partners as mentors, coaches and potential employers of our students.

- *Aligns to State Plan Success goal and strategies*

UMUC Goal: Quality Education - Provide innovative, career-relevant education in alignment with accreditation standards and help students build the competencies desired.

- *Aligns to State Plan Success and Innovation goals and strategies*

UMUC Goal: Responsible Steward - Serve as a responsible steward of all assets and resources, managing unit cost at or below inflation, to sustainably deliver affordable tuition for everyone.

- *Aligns to State Plan Access and Innovation goals and strategies*

UMUC Goal: Enrollment Growth - Grow enrollments by 5 to 7 percent annually, creating a sustainable revenue stream to support academic innovation and investment.

- *Aligns to State Plan Access and Innovation goals and strategies*

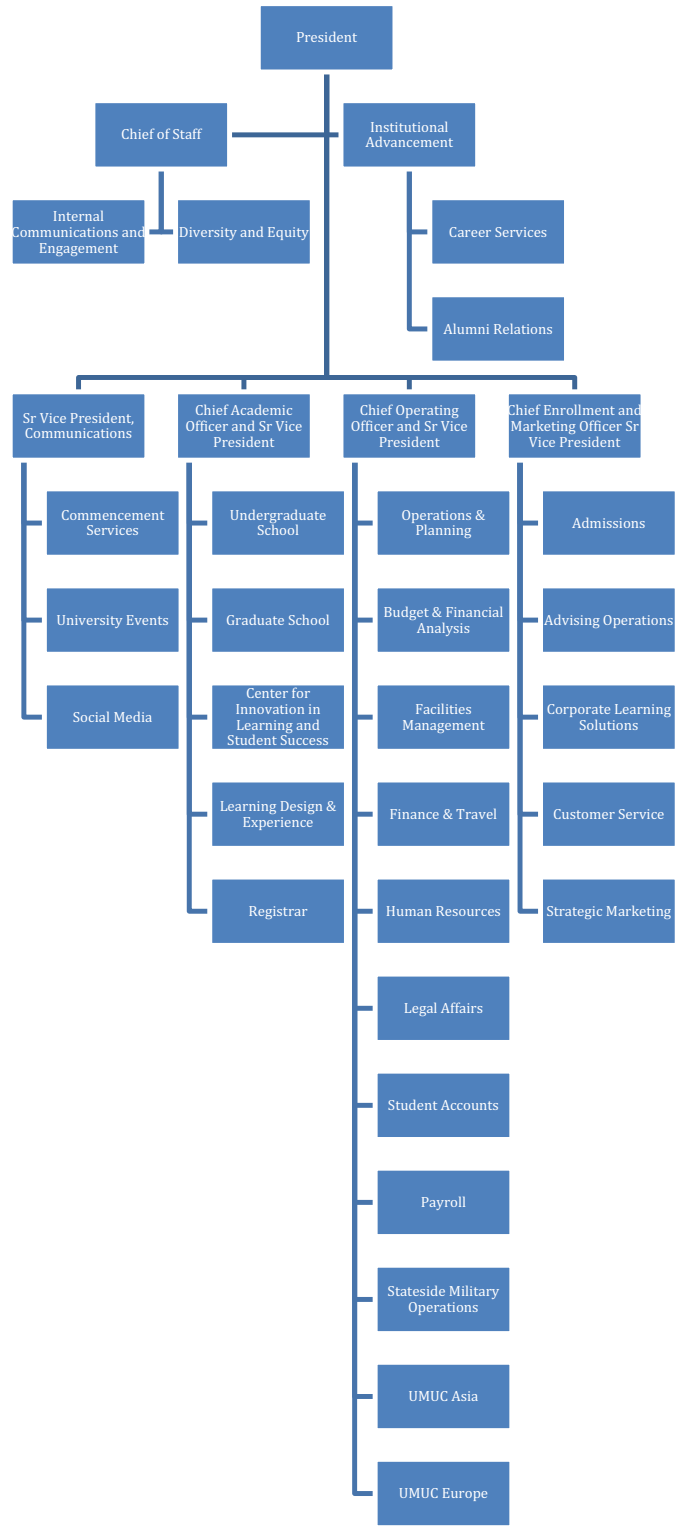
UMUC Goal: Excellent Student Experience - Improve the whole of the adult learner experience, commencing with first contact and following through all processes of enrollment, administration, learning, employment and engagement as alumni.

- *Aligns to State Plan Access, Success, and Innovation goals and strategies*

UMUC Goal: Organizational Capacity - Build our professional capability by investing in our people, processes, technology and infrastructure and by leveraging our diversity to innovate and improve.

- *Aligns to State Plan Innovation goal and strategies*

APPENDIX A: UMUC ORGANIZATIONAL CHART





Section 1: Mission Statement 2018

Review Process

Sections 2 & 3: Institutional Identity and Capabilities

Section 4: Institutional Objectives and Outcomes (FY19 – FY22)



Mission Statement 2018 (“elevator speech” length – new)

USMH is a regional higher education center that offers outstanding higher education opportunities to its surrounding four-state region and beyond through its University System of Maryland (USM) academic partners. USMH seeks to reduce the barriers of location and cost encountered by students in pursuing a higher education, and to fulfill local businesses’ workforce and professional development needs, all while contributing to the revitalization of downtown Hagerstown, Maryland.

Mission Statement 2018 (official, full-length version – slightly revised)

The University System of Maryland at Hagerstown (USMH) is a regional higher education center of the University System of Maryland (USM) that serves student academic interests and workforce development needs in its surrounding four-state region by offering upper division undergraduate and graduate-level programs through its academic partner institutions to traditional students and working adults. USMH is an important pathway to baccalaureate education and beyond for Maryland’s community college associate degree graduates. USMH contributes to the success of all partner institutions’ students by providing needed academic support and scholarship assistance. USMH seeks to be an academic program destination for selected programs for residents throughout Maryland and the surrounding region. USMH is intentionally located in downtown Hagerstown, Maryland, to contribute toward the city’s revitalization efforts.



Review Process

The 2014 version of the Mission Statement was edited only in minor ways to improve readability and sentence structure in addition to one sentence being added and one sentence deleted in the 2018 version. The added sentence: USMH seeks to be an academic program destination for selected programs for residents throughout Maryland and the surrounding region. The sentence deleted from the 2014 version: USMH seeks opportunities to serve local and regional employers by working with various partners, and the array of academic resources available within USM, to provide professional development initiatives.

The shorter, “elevator speech” version was drafted in 2018 for use with brochures and otherwise where shorter mission statements are more appropriate. Its intention is to communicate precisely the same message of Mission as the longer, official version.

Over the course of several internal meetings, and numerous electronic draft exchanges, Mark Halsey (Executive Director) met with a small group of USMH staff to review and revise the Mission, Capacities, Goals, Objectives and Assessments of USMH. This group included Erin Harman (Director of Advancement and Outreach), Lisa McCulloh (Business Manager), Sarah Illyn (Public Relations Specialist), and Katie Hershey (Student Outreach Coordinator).

Upon slight revision of the Mission Statement, completion of a shorter version of the Mission Statement for marketing purposes, and completion of Sections 2, 3, and 4, the entire package of materials was sent electronically to all members of the USMH Advisory Board for their input. Input received was incorporated. Finally, the resulting semi-final draft was sent to the USMH Governing Council for any further input and edits. Receiving no suggestions for further edit or correction, this version became the approved institutional level draft, and was submitted to Dr. Joann Boughman.

Consider June 15, 2018 as the approval date at the institutional level.



Sections 2 & 3: Institutional Identity and Capabilities

USMH is an arm of the University System of Maryland that facilitates and supports teaching and learning predominately in its service areas of Western Maryland and the larger region along the I-81 corridor.

USMH seeks to: 1) provide access to students with an associate degree or equivalent 60 credit hours, and those with an undergraduate degree, who otherwise would likely not be able to pursue a baccalaureate or graduate degree due to being location-rooted or where online learning is not appropriate or personally desirable, and 2) provide professional development to aid in preparing a workforce to contribute to local and regional economic development.

USMH achieves these outcomes by enlisting undergraduate and graduate programs of local need and interest from throughout the System, and by working with System partners to offer professional development opportunities (e.g., certificates) in disciplines where full degrees are not demanded.

Academic programs accommodate full-time and part-time students, both in traditional day classes and in evening classes primarily for working adults. Student success is facilitated through a growing Student Success Center, which has the ultimate purpose of aiding students' success in classes, graduation and time-to-completion rates, and in career attainment after graduation.

USMH strives to create and support a safe and inclusive environment for its diverse students, faculty and staff represented among USMH's academic partners and USMH's own employees. Such diversity includes racial and cultural groups, the LGBTQ community, and all people of shared customs, languages, values, rituals and traditions.

Classroom space capacity in the Main Building will expand beginning with fall 2020 when the local Washington County Public Schools' BISFA high school, which has been leasing daytime classroom space for a number of years, moves to its new building and will cease to lease eight USMH classrooms. Added classroom and clinical laboratory space capacity will be added as a result of the opening of the new Agnita M. Stine Schreiber Health Sciences Center in late summer 2018. This facility's use will begin by housing Frostburg State University's Physician Assistant graduate program, which is planned for opening in summer, 2019. Additional space in this facility is available for build out for other Health Sciences programs in the future.

USMH maintains state-of-the-art technologies to ensure that student learning experiences are maximized; it provides rental space for community activities that support and enhance the public good; and it strives to be continually conscious of promoting the economic and community development of Hagerstown, Western Maryland and the greater region, and the state of Maryland.



Section 4: Institutional Objectives and Outcomes FY19 – FY22

Since opening in 2005, USMH has grown from offering 12 to 22 degree programs, plus a certificate program in Nursing Education; growth from two institutional partners to six; and headcount growth from 382 students to nearly 500. USMH expects to offer additional degree and professional development programs in the future, to attract additional academic partners, and to grow to 750 students over the next four-plus years.

USMH Goals are to:

- Grow enrollment each year in current programs and in new STEM, Health, and workforce development programs.
- Add new academic programs of interest to traditional daytime students, particularly community college students, seeking to attend university full-time to attain their undergraduate degree.
- Reduce USMH students' economic barriers and improve equal educational opportunity in the USMH service area by expanding USMH Scholarship awards by a total at least proportional to USMH enrollment growth. [Maryland State Plan: ACCESS goal; Strategy #2; SUCCESS goal, Strategy #4.](#)
- Support USMH students' degree completion and time-to-completion rates above those of USM averages by promoting and expanding services of the USMH Student Success Center, including writing assistance and career services. Tutoring and academic mentoring programs will be pursued where collaboration with USMH is welcomed by partner institutions. [Maryland State Plan: SUCCESS goal, Strategy #6. Strategy #7.](#)
- Continually integrate up-to-date technology at USMH, including: upgrading the data center as necessary; upgrading Wi-Fi service and speed when new generations are proven reliable and cost effective; adding and upgrading simulation technology, particularly as applied to nursing and the health sciences; upgrading personal computer technology for student, faculty and administrative use as necessary to stay aligned with market changes; upgrading audio-visual and teleconferencing technology (including IVN) as necessary to remain current as advances are proven reliable and cost effective; and keeping all technology within warranty.
- Contribute to the economic development of the four-state region by partnering with local public education districts, community colleges, and local business and nonprofit employers; encouraging USMH academic partners to offer dual enrollment and dual admission initiatives that educate a workforce that matches employer needs. [Maryland State Plan: ACCESS goal; Strategy #1; SUCCESS goal, Strategy #5; INNOVATION goal, Strategy #8.](#)



- Promote a few prominent undergraduate and graduate programs (existing and future) as “destination” programs that attract students to USMH from outside the immediate area.
- Raise external revenue through short-term space rentals, and longer-term collaborations.
- Support local and regional workforce development needs by offering non-credit and for-credit professional development certificates taught at an upper-division undergraduate or higher level. Such certificates would aim to assist local companies, nonprofits and individual students with educational needs that do not necessitate or require a formal degree. [Maryland State Plan: SUCCESS goal, Strategy #8.](#)
- Seek out and provide opportunities for USMH students to obtain internships and apprenticeships, and to participate in applied research and other work-related and hands-on learning opportunities in collaboration with partner academic institutions. [Maryland State Plan: SUCCESS goal, Strategy #7.](#)

To achieve those goals which are growth oriented, it will be necessary to expand USMH facilities through a combination of leasing space and possible purchase of facilities to be built-out. And technology will have to be continuously upgraded to maintain USMH’s competitive academic edge and to provide the security enhancements necessary for a safe environment for students and staff.

Assessment mechanisms:

- **Attract and sustain new academic programs offered by existing and new USM institutional partners.**
Outcomes assessment: Obtain an average of one new academic program per year.
- **Implement and maintain proactive enrollment management strategies.**
Outcomes assessment: Collaborate with academic partners to increase each program’s headcount and FTE; focus USMH-funded marketing efforts more explicitly toward program-specific recruitment of students; and increase the number of HCC and FCC transfer students.
- **Continually refine strategies for reaching future students and promoting USMH programs; and promote USMH as a leading academic center in Western Maryland and the surrounding region**
Outcomes assessment: Increase the number of inquiries, and ultimately applications, into each program; increase USMH website hits by making it increasingly content-active; increase USMH’s use of social media; explore alternative methods to Open Houses for identifying prospective



student interest; and ultimately achieve increases in total USMH enrollment. [Maryland State Plan: ACCESS goal; Strategy #3.](#)

- **Begin facilitating educational pathways from K-12 through community college to university. Implement dual enrollment, dual admission and life-long learning initiatives.**
Outcomes assessment: Collaborate with public school, community college and USM institutional partners in implementing dual enrollment and dual admission initiatives that culminate in greater USMH enrollments and a more educated workforce; implement advanced non-degree and/or non-credit certificates; and build partnerships with Pre-K to middle schools with the aim of helping young students understand the need for education/training immediately beyond high school ... an understanding that evolves into accepting the need for life-long learning. [Maryland State Plan: ACCESS goal, Strategy #1.](#)
- **Expand student services.**
Outcomes assessment: Expand the capacity of the Writing Center and promote expanded use of the Career Center; assist students encountering financial barriers to enrollment by providing financial aid counseling (beginning with an additional PT employee); investigate tutoring and academic mentoring needs of USMH students in collaboration with academic partners; work with academic partners in identifying desired internship and apprenticeship opportunities; explore bookstore and fitness center opportunities; and promote USMH student housing located within walking distance of USMH in collaboration with private developers and the City of Hagerstown. [Maryland State Plan: SUCCESS goal, Strategy #6 and Strategy #7.](#)
- **Increase the number and amount of USMH scholarships awarded each year.**
Outcomes assessment: Continue to increase the endowment balances of both the general scholarship fund and the advanced practice scholarship fund through a combination of special events and targeted individual gift solicitations. Promote the existence of these scholarships to current and prospective students.
- **Implement continuous improvement and quality assessment systems.**
Outcomes assessment: Set all employee goals each year to be consistent with, and contributory to, USMH goals; conduct performance appraisals each year such that employees are held accountable to contributing to USMH goals; and periodically conduct student and staff satisfaction surveys.
- **Maintain and enhance the facility.**
Outcomes assessment: Continue to upgrade security measures; investigate the improvement of HVAC and lighting efficiency through possible capital expenditure and improved energy management; maintain recycling efforts; investigate future wet lab options; increase use of environmentally safe products consistent with the purchase of consumable products from organizations supporting persons with disabilities; continue to facilitate emergency drills (including in collaboration with WCPS); and finalize natural disaster and emergency preparedness plans.



- **Plan for additional space.**

Outcomes assessment: Continually explore new facility possibilities that meet the needs for STEM, Health, Hospitality and other programs requiring specialized facilities beyond what is available in USMH's existing facilities, focusing on downtown Hagerstown locations. [Maryland State Plan: SUCCESS goal, Strategy #11.](#)



The Universities
AT SHADY GROVE



DRAFT
UNIVERSITIES AT SHADY GROVE
SUMMARY MISSION STATEMENT
August 2018

Summary Mission Statement

The Universities at Shady Grove (USG) is a University System of Maryland (USM) Regional Higher Education Center (RHEC) offering upper level undergraduate and graduate education in Montgomery County, Maryland. Participating USM institutions include: Bowie State University (BSU); Salisbury University (SU); Towson University (TU); University of Baltimore (UB); University of Maryland, Baltimore (UMB); University of Maryland, Baltimore County (UMBC); University of Maryland, College Park (UMCP); University of Maryland Eastern Shore (UMES), and University of Maryland University College (UMUC).

USG's mission is "To support and expand pathways to affordable, high-quality public higher education that meet the distinctive needs of the region and are designed to support workforce and economic development in the state; to achieve these goals through partnerships and collaborations with academic, business, public sector and community organizations that promote student success, high academic achievement and professional advancement."

In support of this mission, the following are USG's core values:

- *Access and Affordability:* USG places the highest value on expanding access to higher education services and resources within its service region. It provides affordable high quality degree programs at the baccalaureate and post baccalaureate levels and professional development educational activities using the academic resources of the University System of Maryland.
- *Distinctive and Effective Partnerships:* USG is an integral and progressive member of the region. Support for regional partnerships is a fundamental value of the USG and a core component of its growth strategy. It works closely with participating universities and community leaders to support its educational mission and to bring well-supported, creative and imaginative curricula that are built and developed through strong and sustained partnerships.
- *High Quality Programming and Services:* In partnership with the participating universities, USG provides a high quality educational experience (instruction and student services) with a focus that is unique to the region. It values and delivers curricula that offer a well-rounded selection of advanced studies in both general education and in specific fields related to employment opportunities in the region. In addition, it supports a wide range of academic services and educational activities that enhance the experience for all students enrolled in programs offered through the USG.

- *Regional/State Capacity Building Focus:* USG is devoted to the complementary goals of serving a well-educated population and preparing a well-trained work force in the region. USG's growth and development are integrally linked to the higher education needs of the region, with particular emphasis given to workforce preparation, economic development and expanding educational access to diverse populations. USG expands degree and curricular offerings and services as these needs are identified in order to best serve the interests of its current and potential students and regional partners.
- *Results Oriented:* USG achieves superior performance in access, affordability, instruction, and student services. Programs address regional needs. It evaluates input on its performance as a regional higher education center and always searches for ways to make improvements on what matters most to students, faculty and stakeholders.
- *A Central Focus on Student Success:* Insuring student academic success is the primary goal and priority of USG. Of special importance are the needs and interests of students who transfer to programs offered at USG from community colleges. Its principal goal is to meet and exceed student expectations for a high-quality higher educational experience.
- *Sustainability:* USG is committed to being a leader in environmental stewardship. As a unique educational community, students, faculty, staff, and administrators take seriously its responsibility to promote and encourage eco-friendly practices as a vital tenet of its campus culture and institutional values. Working with its partner institutions, local schools, and businesses, USG focuses on raising awareness about sustainable practices both on the campus and in the surrounding community.
- *Diversity and Inclusion:* USG values diversity in all of its forms, fostering a climate grounded in respect, civility and inclusion. Along with its nine academic partners, USG strives to create an educational and social environment that affirms the dignity, value and uniqueness of each person. USG embraces its responsibility to provide a safe and respectful learning and work environment where diversity is celebrated, affirmed and vigorously pursued.

The Diversity and Inclusion statement is the only major revision to the previously submitted USG Mission in 2014.

The Executive Director at the Universities at Shady Grove submitted the 2018 USG Summary Mission Statement for review and approval to USM and the USM Board of Regents on August 6, 2018. Once approved, USG will share it with its stakeholders including academic partners and Board of Advisors (BOA).

Institutional Identity

USG is one of two RHEC's administered by USM and is the largest RHEC in the state in terms of the number of students served; more than 3,200 undergraduate and graduate students are enrolled in programs offered at USG (Fall 2017) and 2,056 FTE for FY2018. Since its inception in 2000, 11,000 bachelors and graduate degrees have been awarded by the universities which offer programs at USG. Community College students who transfer to the degree programs offered at USG have the highest graduation rates in the state, comparable only to UMCP in degree completion. USG students are a very diverse, living and working in the region, and of which approximately 50% are the first in their families to attend college.

USG was established in response to real and projected demands for higher education institutions to expand pathways to affordable, high quality public education and support workforce and economic development priorities in one of the state's most highly populated, diverse and economically developed regions. Nine USM institutions currently offer more than 80 high-demand degree and certificate programs at the USG campus.

Degree programs offered at USG are identified and delivered in close collaboration with the participating USM universities, local education institutions and employer groups to address higher education and workforce needs. USG routinely researches economic trends and workforce projections specific to Montgomery County to create an ever-evolving set of degree offerings. This array of undergraduate and graduate programs closely aligns with the current workforce needs of the region; especially in healthcare, biotechnology, life sciences, IT industries, hospitality, construction management and teacher preparation. Examples include:

- Healthcare: Nursing, Pharmacy, Social Work from UMB, Exercise Science from SU, Undergraduate Social Work from UMBC, Public Health Science from UMCP, Health Systems Management from UB
- Life Sciences & Biotechnology: Biological Sciences from UMCP, Translational Life Sciences Technologies and Biotechnology (MPS) from UMBC
- Information Technology: Information Science from UMCP, Simulation & Game Design from UB, Geographic Information Systems and Cybersecurity from UMBC, Cyber Security Management, Information Technology Management from UMUC
- Hospitality: Hospitality & Tourism Management from UMES
- Construction: Construction Management Technology from UMES
- Teacher Preparation: Early Childhood Education, Elementary Education/Special Education from TU

The current list of programs offered by the nine partner institutions are listed in the Powerful Partnerships Chart (appendix). These degree programs are designed for third and fourth year undergraduate programs and graduate programs. USG and the partner institutions work closely with regional community colleges including Montgomery College to provide 2+2 seamless pathways for transfer students entering undergraduate programs offered at USG.

A key illustration of the alignment of USG's current mission with MHEC's and USM's strategic goals is the construction of USG's Biomedical Sciences and Engineering Education (BSE) building scheduled to open in fall 2019. The BSE will be the signature STEM (science, technology, engineering, mathematics, medical sciences) facility in the region. The BSE provides the opportunity for USG and its partners to develop and provide affordable STEM academic degree programs in the region. As a result, USG's priorities for academic program development will focus on expanding access to computational sciences, engineering, and health and medical degree programs and producing a local STEM talent pool to drive economic growth. It was because of the USG's BOA strong advocacy that USG's expansion into STEM was realized through the now-under construction BSE.

USG is a component part of the education continuum, which has developed within Montgomery County, aligning the K-12 system, the community college and the public university system to address education access, career pathways, work readiness and workforce needs. USG is an important connector to the employer community not only in Montgomery County but regionally, attracting students from Frederick, Prince George's and Howard Counties as well as Baltimore and Northern Virginia. It is expected that an even larger number of students from the greater region (Baltimore through Northern Virginia) will be attracted to USG because of the STEM programs that will be offered at the BSE.

Since its establishment in 2000, USG has focused on the following priorities:

- Growing the daytime full-time undergraduate programs offered onsite and strengthening the evening and weekend programs.
- Ensuring that students receive the same high quality instruction at USG as they would if attending the home campus of any one of the participating USM institutions.
- Providing a range of student services and student life activities comparable to and integrated with those found on the campuses of any of USG's partner institutions, with a specific focus on student retention and ensuring student academic success, particularly for the students at USG that represent populations typically under-represented at higher education institutions.
- Increasing student scholarship support as well as collaborating with participating institutions to develop internship and career opportunities with business partners for students during their academic studies and post-degrees.
- Promoting and developing strong partnerships with regional education, business and community groups that address access to higher education, economic development and community needs. This includes developing innovative initiatives and partnerships that focus on providing experiential learning opportunities and work-readiness competencies to students so that they will be career ready upon graduation and career successful in the future.
- Expanding graduate and professional degree offerings that meet the need for a highly skilled workforce in selected fields including education, business and health.

Institutional Capabilities

USG's current mission and future growth are in close alignment with key elements in Maryland's Postsecondary State Plan as well as USM's Strategic Plan 2018 Update. These elements include:

- Valuing and celebrating equity, diversity, inclusion and civic engagement
- Providing access to a high quality, affordable education
- Positively impacting the State's economic development, innovation and economic competitiveness by improving the state's workforce through targeted academic and professional degree programs and work readiness preparation, and by advancing the research, entrepreneurship and innovation economy in the region
- Focusing on comprehensive, high quality services that place students at the center of the learning process to insure retention and degree completion. This includes fostering innovations that improve access and student success.

USG has become nationally recognized for its academic/instructional model, one that is predicated on effective partnering among USM institutions, area community colleges (Montgomery, Frederick, Prince George's), and local employers such as the Montgomery County Public Schools (MCPS), Marriott International, Adventist HealthCare, Emergent Biotech Solutions, Medimmune/AstraZeneca and the federal government (NIST and FDA). Through its strong relationships with these partners, USG is able to expand access to advanced degrees that meet specific workforce needs and help assure students post-graduation career opportunities within the region.

For an increasing number of current and future careers in the Greater Washington and Montgomery County region, the bachelor's degree has become the essential entry point into the workforce. Those workers with the baccalaureate are recognizing that to remain competitive they must hone and expand their existing skill sets by pursuing additional education at the graduate and professional level. Demand for locally available higher education in this populous and diverse region is expected to continue to grow, and USG is positioned to meet that need. USM has made an investment in USG as part of its long-term strategy for serving the workforce needs of the state; it is the only public university higher education resource in the region.

An engaged BOA representing diverse community, education, government and employer interests supports USG's mission to expand pathways to affordable, high-quality public higher education in Montgomery County and the surrounding region. The 33-member BOA is one of USG's most significant partnerships with its deep and long-term connection to the region's employers, education partners and community stakeholders. It represents a diverse range of community, education, government and employer interests and supports USG's mission to expand pathways to affordable, high-quality public higher education in Montgomery County and the surrounding region. Most importantly, these prominent leaders are actively committed to ensuring that USG supports the success of its students, meets the current/future needs of employers, and addresses the economic growth priorities of the region and state. The BOA is USM's/USG's primary employer-and-community advocate in Montgomery County and is able to identify and communicate the economic and workforce needs of the region to USM, while steadfastly supporting the success of the students that attend programs at USG.

USG is unique among the RHECs in the state in its size, in the students it serves, and the success these students achieve. USG's distinctive framework of academic partnerships fosters unique collaborations between, among participating USM institutions, and with education institutions and businesses in the region. These multi-faceted and dynamic partnerships nurture a campus environment that supports high-quality teaching and student academic achievement and by so doing, create local academic pathways that provide each student with the education and skills necessary to achieve a rewarding career in an increasingly competitive world.

USG's organizational and governance structure includes:

- Shady Grove Governing Council (SGCC): Responsible for overall policymaking responsibility for the administration of USG. It is composed of the Provosts from the academic partners offering their academic programs at USG (participating institutions). The SGGC is chaired by the USM Senior Vice Chancellor for Academic and Student Affairs. SGGC responsibilities include:
 - Review and approve academic policy proposals from the Academic Planning Advisory Committee.
 - Approve the annual budget and submit it to the USM.
 - Approve new academic programs.
 - Review all recommendations for student fees before forwarding to the University System of Maryland Board of Regents.
 - Approve charges to Participating Institutions.
 - Determine the scope and character of student and ancillary services at the USG within the constraints of resources in the approved annual budget.
 - Ensure that services and facilities at USG conform to the standards of the Maryland Higher Education Commission and appropriate accrediting authorities.
- Executive Director & Associate Vice Chancellor for Academic Affairs: Principal officer responsible for the operations of USG. The Executive Director reports to the provost of the coordinating institution and the USM Chancellor.

- Academic Planning Advisory Committee: Responsible for advising the USG Executive Director about academic policy, program coordination and planning, operational needs and the interests of the participating institutions. APAC is composed of representatives from academic affairs of each participating institution. The members are appointed by their respective Provosts.
- Financial Affairs Advisory Committee: In coordination with the APAC, the FAAC reviews USG's proposed annual budget that is submitted to the SGGC for approval. FAAC is composed of representatives from budget and finance offices of the participating institution.
- Board of Advisors (BOA): Advises the Executive Director and the USM Chancellor about the issues, needs and interests of Montgomery County and the surrounding region. It includes representatives from the employer community, legislators, county and educational leaders. The BOA is a formally constituted body established under the auspices of the University System of Maryland Board of Regents. Its members are appointed by the USM Chancellor upon recommendation from the BOA. Its principal responsibility is to represent broad community interests and to ensure that student, business, local, and state government, and higher education needs are being addressed in the development of the USG and its academic programming. Within this framework, the Board 1) provides advice and support to the Executive Director, and the USM Chancellor, and 2) provides guidance on strategic development and implementation that includes the following areas: program identification, advocacy, fund-raising, cooperation and partnership building, marketing and promotion, financial and facilities planning, and evaluation and assessment. The BOA is currently organized into six committees: Executive Committee, Board Engagement, Community Voice, Student Success, Financial Resources, NextGen. The USG BOA Executive Committee meets annually with the Montgomery College Board of Trustees and the Montgomery County Board of Education to discuss issues of mutual interest that reinforce the alignment of academic programs and pathways from kindergarten through college completion and prepare all students for success in the 21st century workforce.
- Coordinating Institution: The coordinating Institution contracts with USM to make available to USG administrative, student support and facilities services deemed necessary or desirable by the SGGC. UMCP currently serves as the Coordinating Institution for USG.

USG's governance structure is included in the appendix.

USG is led by the Executive Director who is responsible for developing and implementing a collective vision for USG that aligns with the workforce and educational needs of the Montgomery County and the region. Responsible for leading the effective operation of USG and working to insure that the students that attend the programs offered at USG succeed, graduate and are career-ready. The Executive Director serves as the Chief Academic Program Officer at USG working with the partner institutions to bring desired academic programs to USG and facilitate their success. (A Deputy Executive Director will serve in that role when hired.)

USG's organization aligns with the primary elements of the MHEC State plan to foster access to affordable higher education in the region, encourage regional economic development by meeting the needs of the workforce (including work readiness), supporting entrepreneurship and innovation in the regional economy and placing students at the center of learning by to insure retention and degree completion. Primary areas include:

- Chief Strategy Officer: Responsibilities include academic program support, facilitating academic innovation through collaboration with partner institutions, serving as the primary liaison for the Board of Advisors and developing USG's institutional research and data analytics capabilities.

- Chief Student Affairs Officer: Responsible for managing the Student and Academic Services Division which includes the following:
 - Center for Academic Success (CAS)
 - Career & Internship Services (CISC)
 - Center for Counseling & Consulting (CCC)
 - Center for Student Engagement & Financial Resources (CSEF)
 - Center for Recruitment & Transfer Access (CRTA)
- Chief Operating Officer: Responsible for managing the Administrative and Financial services Division which includes the following:
 - Facilities and Planning
 - Operations & Finance
 - Administration & Talent Management
 - Information Technology Services (Will report to the Deputy Executive Director when the position is filled.)
- Chief Advancement & Community Engagement Officer: Responsible for managing the Advancement and Community Engagement Division which includes the following:
 - Advancement
 - Marketing & Communication
 - Economic Development & Workforce Initiatives
- Priddy Library Director: Responsible for managing the Priddy Library. The Priddy Library is jointly administered by USG and the UMCP Libraries as an offsite branch library. The Priddy Library serves the research, instruction and curriculum needs of students and faculty of the nine university partners that offer their programs at USG. UMCP is a member library of the USMAI library consortium, therefore Priddy Library participates in consortium-wide resource sharing.

USG's organizational structure is included in the appendix.

USG institutional capabilities and examples of its effectiveness include:

- **Total enrollment across nearly 80 programs.** USG enrolls approximately 4,000 students annually, with the population comprised of 65% undergraduate students and 35% graduate students. The average number of credits taken by USG undergraduates is 11.2 per semester, nearly a full-time load. The average number of credits taken by graduate students per semester is 7.2. These numbers reflect the drive of USG students, as many students work full- or part-time while enrolled. The range of programming includes the life sciences, health-care related programs (nursing, pharmacy, exercise science, social work), business, psychology, communications, criminal justice and others that serve the regional workforce needs.
- **Total enrollment is expected to nearly double in the next phase of USG expansion.** With the opening of the BSE in Fall 2019, USM institutions will bring STEM undergraduate and graduate programs into the region. When existing program growth and the new STEM programs reach full enrollment, student population will grow to 7,500, nearly doubling the current size of the student population. With this shift, the needs of the students and faculty on the campus are likely to shift as well. USG is currently working with its partners to understand how to successfully support STEM students and faculty including the development of successful academic pathways.

- **Diversity of its student population.** USG serves three distinct student populations: undergraduate day- time fulltime students, undergraduate part-time students, graduate and post-baccalaureate professional degree students (full-time and part-time). Overall, the USG student population is diverse, reflecting the demographics and workforce characteristics of the county and the region. The demographics of USG also closely align with the student demographics of USG’s feeder institutions, MCPS and Montgomery College (MC). Among undergraduates, no ethnic or racial group is in the majority (31% Caucasian; 22% African American; 14% Asian; 19% Hispanic; 14% other/multiple races). Amongst graduate students, the composition is as follows: 40% Caucasian, 25% African American, 13% Asian, 8% Hispanic, and 13% other/multiple races.
 - The USG undergraduate population differs from the traditional residential college population in terms of age, as the average age of USG students is 27 and the median age is 24, while at residential USM institutions, the median undergraduate student age is 21.5.
 - Approximately 67% of all undergraduate and graduate students reside in Montgomery County, 88% live in Maryland, and 92% permanently live in the District of Columbia-Maryland and Northern Virginia suburbs surrounding DC (DMV).
 - Nearly 70 percent of undergraduates transferred to programs at USG from MC and a majority of them attended MCPS.
 - Many undergraduates are the first in their families to attend college.

- **Success of its students.** Data show that four-year graduation rates for students that follow the pathway from Maryland community colleges through USG are higher than community college students who transfer directly to the home campus of USM institutions. USG’s four-year graduation rates for students that follow this pathway are twenty percent higher than the community college student transfers throughout USM. Based on the FY2014 cohort reported by USM in March 2018, the data showed those students that transfer to USG from a community college had a four-year graduation rate of 71%.

- **Number of programs offered to meet the economic and workforce needs of the region.** USG is also unique in the range of programs offered by its participating universities and the pathway partnerships which form the underpinning of its success in the region. Currently, more than 80 baccalaureate and post-baccalaureate degrees and certificates are offered at USG. No single campus in the USM offers the range of degrees and certificates that are available at USG. Degree programs offered at USG are identified and delivered in close collaboration with the participating USM universities, local education institutions and employer groups to address higher education and workforce needs. Leaders in business, education, government and community organizations who serve on the USG BOA monitor workforce demands and assist in expanding degree offerings through partnerships using their collective resources.

USG’s university partners currently offer upper-level undergraduate and graduate programs in an array of health, science and technology fields designed to meet the projected regional workforce needs; especially in the healthcare, biotechnology, life sciences and IT industries. (Specific program areas were listed above in Institutional Identity.)

- **Curricular collaborations among USM institutions.** All undergraduate programs offered at USG participate in a course-sharing agreement whereby students from one institution can enroll in courses offered by other institutions onsite through an inter-institutional registration process. In addition, several USM universities have developed unique curricula offered only at USG. These include the Public Health Science BS from UMCP and the Industrial/Organizational Psychology and the Geographic Information Systems tracks in the MPS degree from UMBC. Many of these programs were piloted at USG and subsequently expanded to their home campuses.

Several degree programs at USG have also participated in the development of interdisciplinary, inter-institutional courses, such as the Critically Ill Patient Care Simulation class offered by UMB Pharmacy, Nursing and Social Work. In addition, a course was developed entitled “Diversity in the Workplace” through a partnership between the UMBC Psychology program and Sodexo, an international service provider located in Montgomery County and recognized as one of the top 50 companies in the world for its diversity and inclusion practices.

Multiple clinical courses and internships have been established to provide inter-disciplinary opportunities for students to receive team-based training in the workplace. There are currently inter-professional clinical opportunities being offered at three clinical sites, one at Mercy Health Clinic and two at Holy Cross Hospital sites. These clinics include students from UMB Nursing (undergraduate and graduate), Pharmacy and Social Work as well as UMBC Social Work undergraduate students.

For the past two years (AY16-17, AY17-18), the UMBC Social Work undergraduate program and the UMCP Criminal Justice and Criminology undergraduate program have partnered with Montgomery County’s Criminal Justice Coordinating Commission (CJCC) to provide an interdisciplinary student team with a project-based experiential learning opportunity. The CJCC promotes the orderly coordination and communication of criminal justice policies among multiple criminal justice and law enforcement agencies. The student teams have collaborated on semester-long projects each of the past two years, one on Human Trafficking in Montgomery County and the other on the region’s Opioid Crisis. Both projects were well received by the CJCC and some of the student recommendations were implemented by the County’s agencies.

For each of the past five years (2014-2018), USG and the Montgomery County Department of Health and Human Services have partnered to provide a unique team-based experiential learning fellowship. Students from multiple disciplines work in teams to understand the workings of a complex, multi-dimensional organization providing social services county-wide. The teams also experience the challenges of embedding a culture of inter-departmental collaboration into an organization’s mission. To date, nearly 125 students have participated in this six-week long fellowship program. Students have been selected from:

- UMBC Social Work & Psychology
- UB Health Systems Management
- UMCP Public Health Sciences and Criminal Justice & Criminology,
- UMB Schools of Pharmacy, Social Work and Nursing (graduate and undergraduate)

USG has institutionalized these unique curricular and inter-institutional collaborations through CIPES (Council on Interprofessional and Interdisciplinary Education Strategies), building on the rich array of academic and professional education resources in the region. This committee has received national and international attention for its presentations and posters at each of the past five Collaboration Across Borders (CAB) conferences and at the recent All Together Better Health conference in Oxford, England. Two papers on inter-professional education at USG will be presented at the September 2018 All-Together Better Health Conference in Auckland, New Zealand.

- **Degree programs offered at USG are supported by centralized student, academic and administrative services.** Integral to the success of the USG partnership is the unique delivery of services provided on-site for students and faculty across all programs. These services are aimed at enriching the student experience, insuring student academic achievement and supporting instructional needs. This integrated “one-stop shop” includes admissions, financial aid and scholarship support, library services, technology support, academic support, career and

internships services and student life activities. All administrative, facilities and financial services are provided onsite. Such services have evolved and expanded over time and represent a concerted effort to sustain a campus environment that supports high quality teaching and student degree completion and success. They are provided as collaborations among USG and its university partners, through which students benefit from being a part of the USG community while also maintaining a critical linkage and unique identity with their respective home university. USG's Student and Academic Services Division includes the Center for Academic Success (CAS), Career and Internship Services Center (CISC), Center for Student Engagement and Financial Resources (CSEF), Center for Counseling and Consultation (CCC), and Center for Recruitment and Transfer Access (CRTA). The CAS provides students with cutting-edge learning strategies and personalized academic coaching through workshops on time management and study strategies, peer-guided study sessions, writing assistance and tutoring. CISC offers an array of career development services/resources including individual career coaching, job placement, employment resources, skill inventories, on-campus interviewing and internship development. The CSEF provides services and programs that promote student success including: student life and organizations, scholarships and financial aid support and leadership development. The CCC employs licensed therapists who provide confidential counseling services to enhance the well-being of students, faculty and staff. The CRTA aims to create and facilitate programming to better prepare prospective students for the transition through the high school-community college-USG pathway. The CRTA is responsible for partnering with MC and MCPS on several transfer access initiatives including the Transfer Access Programs (TAPs) and Achieving Collegiate Excellence and Success (ACES) program.

- **Distinctive collaborative relationships support degree completion and career pathways.** Two programs highlight these efforts: TAPS and ACES.
 - **The Transfer Access Programs (TAPS):** USG Transfer Access programs identify freshmen and sophomore students at Montgomery College who are intending to transfer to a degree program offered at USG. TAP students are tracked by USG staff and given opportunities to participate in USG activities. They are provided with enhanced advising, opportunities to enroll in upper level coursework and financial incentives to successfully complete the transfer process. TAP programs are in place by all UMCP, UMBC, UMES and UB bachelor's degree programs offered at USG. The TAPS program for TU students at USG is currently under development.
 - **Achieving Collegiate Excellence and Success (ACES)** is a collaboration launched in 2013 between MCPS, MC and USG/USM. ACES is designed to create a seamless educational pathway from high school to college completion. ACES serves low income, first generation college students, and students from racial and ethnic groups underrepresented in higher education. The ACES partnership framework provides an integrated set of academic and student support services and throughout the pathway. Students' progress through the ACES pathway in three phases: phase one occurs during high school, phase two while attending MC and phase three while attending degree programs offered at USG or a USM institution. A key element of ACES is the presence of ACES coaches who are advocates that insure continuing support for the students and their families from counselors, teachers and peers throughout their educational experience, thereby assuring successful graduation at all levels. ACES coaches are employed by Montgomery College and are embedded in each of the participating high schools. Currently, over 2,200 students are in the ACES program, with 1,511 enrolled in 13 ACES high schools, 691 students at Montgomery College, and 50 students at USG. ACES students at USG are enrolled in each undergraduate serving partner institution. In a recent survey of ACES high school rising seniors, more than 60 percent indicated a strong interest in pursuing degrees in the STEM field. In 2018, the first graduating ACES students (12)

successfully completed the pathway from MCPS through Montgomery College to earning a bachelor's degree from a program offered at USG. The ACES program is expected to have more than 100 graduates from programs at USG by 2020.

- **Career Experience Opportunities (CEO)** program was established in October 2014 through an agreement between the HESS Foundation and USG, MC and MCPS. CEO is a five-year progression for students who plan to follow the MCPS to MC to USG academic pathway within Montgomery County. It is designed to provide students the knowledge, skills, and experience to be career-ready when they graduate college. CEO combines classroom studies and work skills development with career experiences such as job shadowing and internships related to a student's prospective field of study, as they work towards a bachelor's degree. Throughout the five-year program, students will work under the guidance of a career coach who will help them identify interests, customize an academic and career pathway, and assist in finding opportunities to gain the experience needed to obtain a job after college completion. Beginning in 2018, the CEO program will be offered to students enrolled in the ACES program

Institutional Objectives and Outcomes

USG's future is intimately tied to the economic development of Montgomery County and the surrounding region and the strategic imperatives and opportunities it will face. As well as being an economic engine for the state, Montgomery County is the state's most populous county and, increasingly, one of its most diverse. With the most educated workforce in Maryland, the county houses within its borders the largest collection of health, bioscience and information technology companies in the state, including MedImmune, Lockheed-Martin, and Hughes Network Systems. Montgomery County is also home to nine of the state's ten federal agencies engaged in advanced research and development (R&D). This is the greatest concentration of such agencies in any state, and includes the National Institutes of Health, the world's largest funder of basic life science research, the National Institute of Standards and Technology, the Food and Drug Administration, National Oceanic and Atmospheric Administration, and the Department of Energy. Federal R&D programs are also expanding dramatically at Fort Detrick, stimulating even further development along the I-270 science and technology corridor. The larger "national capital region," which includes Montgomery and Frederick Counties, will experience unprecedented growth and an increased need for trained scientists, research support staff and other highly skilled knowledge workers. Thus, STEM-related industries are and will continue to be an increasingly critical component of the workforce needs of the greater region.

In addition, Montgomery County has focused on the growth of health and biosciences as a strategic economic development priority and one which reflects its comparative advantage in the greater DC regional economy. The county's Biosciences Strategic Plan and the establishment of the Great Seneca Science Corridor, which includes the USG/USM campus, are important components of this effort. USG/USM has participated actively in these decisions and has planned for the future growth of its campus in Montgomery County to support these strategic interests. With the establishment of the National Cybersecurity Center of Excellence (NCCoE), Montgomery County and the state has designated cybersecurity for the non-defense industry as the second cluster for economic development. USM actions to support expanded R&D and STEM-related higher education services in the county include:

- **Institute for Bioscience and Biotechnology Research (IBBR).** Located on the USG campus, IBBR is a collaboration between UMCP, UMB and the National Institute of Standards and Technology (NIST). Within its state-of-the-art, 230,000 gross square feet research facility, IBBR uses a multi-institutional, cross-disciplinary team approach to advance and leverage scientific discovery focused on translating scientific breakthroughs in biosciences and technology into real-world, market-ready solutions and initiatives (see <https://www.ibbr.umd.edu>). Increasingly, IBBR

will serve as a training center for undergraduate, graduate and postdoctoral students who will be supported through these research and regional collaborations.

- **National Cybersecurity Center of Excellence (NCCoE) and FFRDC.** Located proximate to IBBR (just across from the USM's Shady Grove campus) is the NCCoE, a public-private collaboration designed to accelerate the widespread adoption of integrated cybersecurity tools and technologies. Established by the state of Maryland and Montgomery County in 2012, the NCCoE seeks to bring together information security experts from industry, government and academia to help businesses secure their data and digital infrastructure. It has become, as intended, a cutting edge leader in cyber threat detection, analysis and deterrence. Supporting the NCCoE and also adjacent to the USG campus, is the nation's first Federally-Funded Research and Development Center (FFRDC) focused specifically on enhancing cybersecurity and protecting the nation's information systems. Established by the U.S. Department of Commerce in 2014, the FFRDC is administered by MITRE Corporation in close collaboration with its USM partners: UMCP and UMBC
- **Biomedical Sciences and Engineering Education Facility (BSE):** A critical USG/USM focus is expanding the production of workforce-oriented degrees in STEMM that will serve as a foundation for economic growth and development in the vital Montgomery County region and across the state of Maryland. The opening of the BSE at USG is a critical component in this effort. It will expand the capacity of the USG/USM in Montgomery County to meet important workforce and regional economic development needs in STEMM, including those in engineering, computational/data sciences, cybersecurity, healthcare, and biotechnology.

USG Five-Year Priorities

The on-going review and refinement of USG's goals and alignment with its mission is fulfilled in multiple ways including but not limited to:

- an annual budget review and approval by the SGGC where USG operations and finances are reported and plans for coming year are presented.
- regular meetings with the SGGC(3 times a year) the APAC (6-8 times a year) to present USG operations and activities including student support services, educational pathway development, academic program planning, employer and community collaborations, demographics and enrollment trends.
- Executive Director holds regular meetings (4-6 weeks apart) with the USM Senior Vice Chancellor for Academic and Student Affairs, the USM Vice Chancellor for Administration and Finance, and the Provost of the Coordinating Institution, UMCP.
- Regular meetings and communications with the BOA (3-4 times a year). The USM Senior Vice Chancellor for Academic and Student Affairs as well as the USM Vice Chancellor for Administration and Finance are standing members of the USG BOA and serve on the BOA's Executive Committee. The USG BOA Executive Committee meets annually with the Montgomery College Board of Trustees and the Montgomery County Board of Education to discuss issues of mutual interest that reinforce the alignment of academic programs and pathways from kindergarten through college completion and prepare all students for success in the 21st century workforce.

USG five-year priorities include:

1. **Enrollment and Program Growth.** With the availability of resources to support enrollment growth within USM, USG plans to expand existing onsite programs and bring new degree programs in STEMM fields to reach its projected capacity of 7,500 over the next several years. These programs will be identified in consultation with the USG BOA, employer groups and regional analyses of projected workforce needs and in close collaboration with USM institutions. (Aligns with MHEC State Plan and Goal Strategy #1: Ensure equitable access to affordable and quality post-secondary education for all Maryland.)
2. **Pipeline (access) and Baccalaureate Degree Completion Initiatives.** A major focus of USG's partnerships with local education institutions has been to strengthen 2+2 programs and successful academic pathways. USG's Transfer Access Initiatives (TAPs) with MC and the Achieving Collegiate Excellence and Success (ACES) program with MC and MCPS are highly visible and distinctive interventions to strengthen baccalaureate completion rates. The focus of the ACES program on low income and underserved student populations, has received statewide attention. All of USG's USM partner universities are participating in these initiatives. USG will continue to work with its USM partners to fully implement ACES and expand TAPs programs as key elements in its mission to provide accessible and affordable higher education opportunities to the region and produce a locally grown, highly educated workforce. (Aligns with MHEC State Plan and Goal Strategy#1: Ensure equitable access to affordable and quality post-secondary education for all Maryland.)
3. **Expanding career and internship opportunities.** The full measure of USG success in supporting regional workforce needs will be to prepare work-ready graduates that successfully meet expectations of regional employers. These skills sets, including working in inter-professional teams, problem solving and "thinking out of the box," communication and entrepreneurship, have been identified by employer stakeholders and others as critical to success in a global, talent-competitive workplace. Working closely with USG's BOA, regional employer groups, and education and university partners, USG will place special emphasis on expanding internship and work experience opportunities across all curricula. This work has already begun. In Fall 2018, MCPS, MC and USG will begin implementing a systematic, intentional and scalable career-readiness program for all levels of ACES students. USG is taking a leadership position in developing and delivering this Career Experience opportunities (CEO) program. (Aligns with MHEC State Plan and Goal Strategy #2: Promote and implement practices and policies that will ensure student success and #3 Foster innovation in all aspects of Maryland higher education to improve access and student success.)
4. **Expanding regional STEMM workforce degrees and infrastructure.** Opening in Fall 2019, the BSE is designed as a 220,000 square foot facility to meet the needs of the region's projected workforce, especially in STEMM. It will also help to meet the need to strengthen educator capabilities for teaching STEMM disciplines and cybersecurity. With that addition, USG will be able to provide state-of-the-art laboratories, active learning classrooms, clinical training facilities, academic offices, and an expanded level of student services necessary to support program and enrollment growth in all of these fields. It will take several years for all of these programs to be fully enrolled at the USG campus. The initial set of programs planned for the BSE, and the USM institution expected to bring them, include:
 - UMCP:
 - BS Information Science
 - BS Mechatronics

- BS Mixed Signal & Embedded System Design
- BS Bioengineering
- BS Agricultural Sciences & Technology
- UMBC
 - BS Translational Life Science Technology (Applied biotechnology-first of its kind in the country). An additional concentration is being developed for the TLST degree in Bioinformatics.
 - BS Computer Sciences - Cybersecurity
 - BS Computer Science - Data Science
 - Teacher Education in Engineering & Computer Science
 - General Engineering
 - MPS Data Management
- UMB
 - MS in Dental Hygiene
 - Undergraduate certificate in Oral Health Sciences (first of its kind in the country)
 - DDS Advanced General Education Dentistry
 - Dental Community Clinic
 - Community Health Clinic for Inter-professional Education in the Health Sciences (expected disciplines include UMB Nursing, Pharmacy, Social Work , Dentistry, SU Exercise Science and Applied Health Physiology, UMCP Public Health, UMBC Social Work & Psychology)
- Salisbury
 - MS Applied Health Physiology

More than half of the BSE space at USG will be dedicated to labs (including engineering and life sciences wet and dry labs, maker spaces and electrical/mechanical and materials shops). The BSE's "innovation labs" (maker-spaces or product development labs) are being designed specifically for student research initiatives that incorporates team-based & project-based learning and will enable regional companies to identify research problems that students can tackle on campus. The unique facilities and programming of the BSE will give all students, from across the campus and inclusive of all of disciplines and degree programs, opportunities to work alongside technology students on projects of their own interest and/or those identified by USG's regional business and community partners. This active learning will focus on interdisciplinary problem-solving, team-building, innovation, entrepreneurship and communication skills development that are critical to the career success of USG students. Many of USG's university partners have strong entrepreneurship programs on their home campuses and USG will work to integrate their curricula along with the interests and special capabilities of USG's employer community in the development of this Entrepreneurship and Innovation Center at USG. The design work for this center is currently underway as USG engages the technology community in the region and the growing number of retired science and technology professionals coming out of federal laboratories and industry, along with serial entrepreneurs. All of them are eager to contribute to the education of the next generation of STEMM professionals. (Aligns with MHEC State Plan and Goal Strategy #1: Ensure equitable access to affordable and quality post-secondary education for all Maryland and #3 Foster innovation in all aspects of Maryland higher education to improve access and student success.)

5. **Supporting Montgomery County Economic Development and Technology**

Commercialization Capabilities at USG. With the enrichment of STEMM programs made possible through the BSE facility USM and USG will have the opportunity to enhance and expand

the academic/industry partnerships that are so important to creating opportunities for applied research, entrepreneurship, innovation and company creation- all catalysts for a robust and dynamic economic development ecosystem in Montgomery County and Maryland. Montgomery County, USM and USG are in early stages of planning to enhance company incubation and technology commercialization capabilities for emerging industries as part of the regional center's growth and development (i.e. cyber-security). These capabilities would be located on or adjacent to the USG campus to best leverage existing and proposed multi-institutional programming to help close the workforce gap, fuel commercial venture creation and enhance applied research in Montgomery County. USG presents an ideal venue for pooling the talents of state and local agencies, Maryland universities and private sector industry experts to create a robust innovation ecosystem where entrepreneurs can launch, fund and grow new start-up ventures. (Aligns with MHEC State Plan and Goal Strategy #3 Foster innovation in all aspects of Maryland higher education to improve access and student success.)

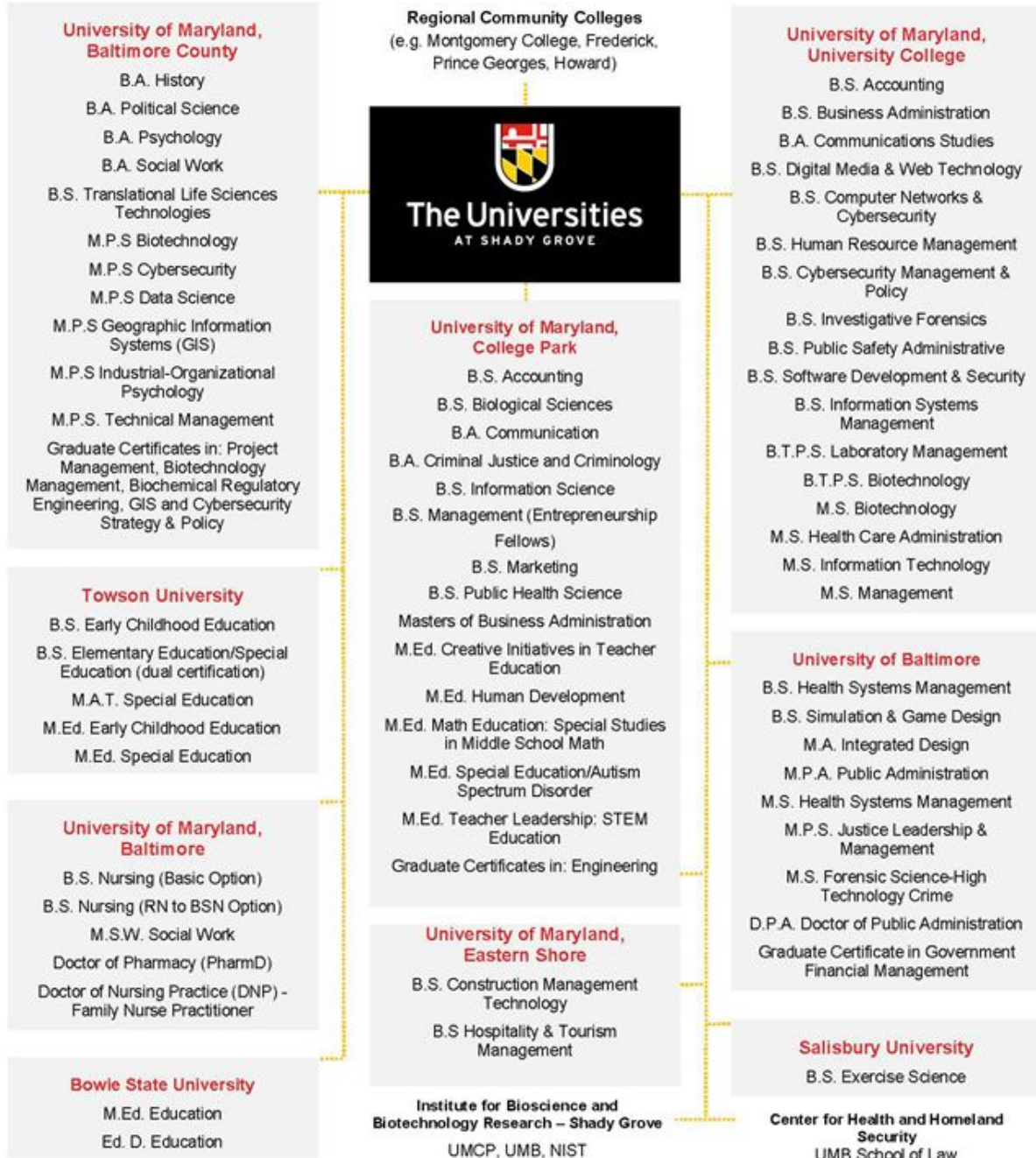


**UNIVERSITIES AT SHADY GROVE
SUMMARY MISSION STATEMENT
APPENDIX**

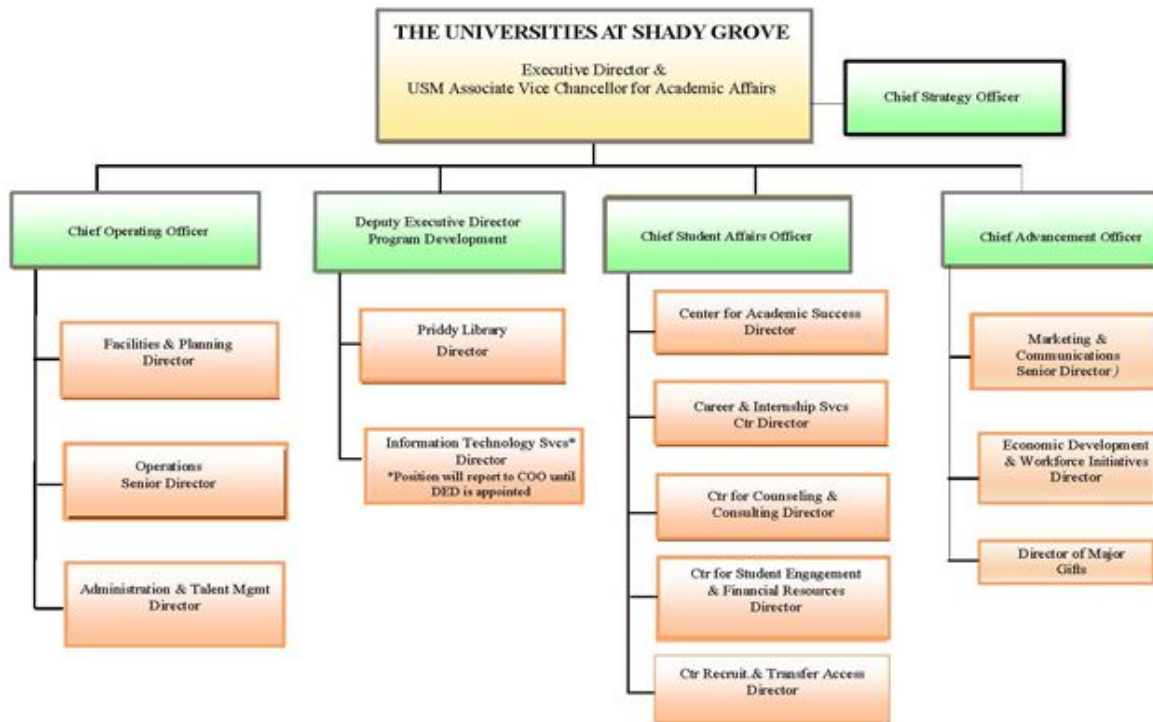
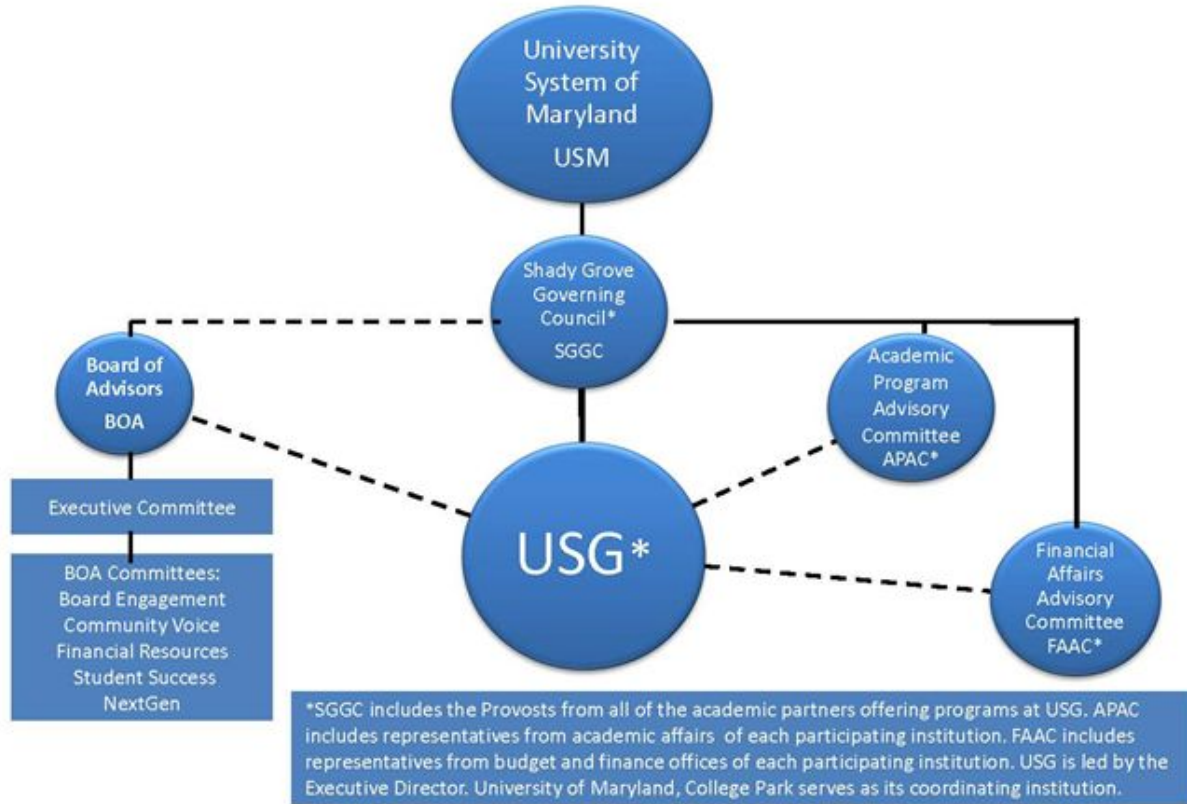
POWERFUL PARTNERSHIPS

UNIVERSITY SYSTEM OF MARYLAND

Updated August 2018



The Universities at Shady Grove Governance Structure





BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: Inclusion and Diversity:
2018 Institutional Programs of Cultural Diversity Annual Progress Report (action)

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Friday, September 7, 2018

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 a progress report regarding the institutions' implementation or improvement of their plans. Following is a USM summary, a table of examples of institutional initiatives to meet the stated goals, 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 transmission of these files to the Maryland Higher Education Commission. Recommendations may be made prior to action of the full Board during its meeting on September 21, 2018.

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 2018 Institutional Programs of Cultural Diversity Annual Progress Report for submission to MHEC.

COMMITTEE ACTION: DATE: September 7, 2018

BOARD ACTION: DATE:

SUBMITTED BY: Joann A. Boughman 301-445-1992 jboughman@usmd.edu



**ANNUAL PROGRESS REPORT:
INSTITUTIONAL
PROGRAMS OF CULTURAL DIVERSITY
2017-2018**

Bowie State University (BSU)
Coppin State University (CSU)
Frostburg State University (FSU)
Salisbury University (SU)
Towson University (TU)
University of Baltimore (UB)
University of Maryland, Baltimore (UMB)
University of Maryland, Baltimore County (UMBC)
University of Maryland Center for Environmental Science (UMCES)
University of Maryland, College Park (UMCP)
University of Maryland Eastern Shore (UMES)
University of Maryland University College (UMUC)

Office of the Senior Vice Chancellor for Academic and Student Affairs
University of Maryland System Office
September 7, 2018

USM

Institutional Programs of Cultural Diversity Annual Progress Report, 2017-2018

In 2008, the Maryland General Assembly required higher education institutions to develop, implement, and submit a plan for a program of cultural diversity to the Maryland Higher Education Commission (MHEC). Additionally, institutions must submit annual progress reports to MHEC summarizing institutional progress toward the implementation of its plan for cultural diversity. Within the progress reports, institutions must describe work being done to achieve the following goals:

Goal 1: Increase the numerical representation of traditionally-underrepresented groups among students, administrative staff, and faculty;

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus; and

Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under the Clery Act.

A subcommittee of the USM's Inclusion and Diversity Council arranged the goals into the template shared in this summary report. These tables and narrative report include select initiatives our institutions have instituted to achieve the aforementioned goals. To experience the full scope of the work, please refer to institutions' complete submissions (Appendix B). Finally, it should be noted that although the original intent of this report was to address racial diversity, our institutions' efforts address diversity more broadly by considering race, gender, sexual orientation, ethnicity, religion, ability, and socio-economic status. Additionally, our campuses focus on programs and training that address diversity of thought and opinion.

Goal 1: Increase the numerical representation of traditionally-underrepresented groups among students, administrative staff, and faculty.

Table I (Appendix A) offers examples of ways our institutions work to increase numerical diversity within their communities. Although institutions approach this goal differently, two themes emerged.

- *Targeted Recruitment*
Institutions recruit underrepresented students via partnerships with high schools, community colleges, minority-focused organizations, and college access groups. Many of our institutions also host Federal TRIO programs, which are designed to identify and provide services for individuals from disadvantaged backgrounds. Additionally, university officials visit Historically Black Colleges and Universities within and outside of the state to find promising students for graduate and professional programs. Progress can be seen in many institutions' reports, but examples include an increase in new minority transfer students from 16% of the new transfer population in fall 2009 to 31% in fall 2017 at Frostburg. Also, UMB is outpacing other dental programs by 5% on the number of underrepresented minorities in the School of Dentistry.
- *Focus on the Recruitment, Hiring, Onboarding, Retention, and Advancement of Faculty and Staff of Color*
USM institutions (and/or departments and colleges within the institutions) are monitoring the diversity of search committees, targeting job advertisements to specific publications and networks, working to better understand how implicit bias relates to hiring practices, training

search committees to use inclusive hiring practices, tracking the diversity of applicants and hires, creating faculty networking groups and mentoring programs, and analyzing data to determine where progress has been made and is needed. ADVANCE has shifted the academic culture at the University of Maryland, College Park and trained 77 search committees on ways to mitigate implicit bias in hiring yielding, among other results, better retention for women and underrepresented minorities participating in the program. This and similar efforts were already underway at many of our institutions, but some commenced or were revived after USM's Symposium on Diversifying the Faculty in April 2018. Each of USM's 12 institutions acknowledges employing one or more of these efforts. Coppin notes increases in the proportion of non-African American faculty and staff. A revised search process at UMCES resulted in the hiring of a minority candidate. Finally, Towson has shown positive change in the representation of faculty of color in tenured and tenure track positions in all colleges.

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.

Table 2 (Appendix A) offers examples of institutional efforts to encourage positive and inclusive interactions and cultural awareness. Although institutions approach this differently, two themes emerged.

- *Diversity and Inclusion Offices and Workgroups*
Several USM institutions have offices and chief diversity officers charged with overseeing this important work. Where there is no diversity office or chief diversity officer, many university officials are establishing or reinvigorating diversity and inclusion workgroups or councils. In FY 2018, Bowie State created the Diversity and Inclusion Workgroup to “create a truly diverse and inclusive environment where the richness of ideas, backgrounds, and perspectives of our community is harnessed to create value for our institution, today and in the future”. This group is also charged with developing a revised diversity and inclusion plan in FY 2019.
- *Programs, Courses, and Training*
A myriad of programs, courses, and trainings are designed to improve the campus culture. Although we often think of this as work to be done by campus professionals, this is where students and student organizations also take part in working to enhance inclusion and improve interactions among the campus community.

Salisbury's Office of Institutional Equity provides year-round training to support faculty and staff development opportunities to explore issues of pedagogy, classroom dynamics, and student/faculty relations in an increasingly diverse setting. A group of faculty from the University of Baltimore attended a Culturally Responsive Teaching conference, and UB is now planning a large-scale event to train all faculty in 2019. UMBC's Faculty Diversity and Faculty Development Center helps instructors make their classrooms welcoming for all students.

Faculty lead the way to improving the climate within their classes and introducing inclusion and diversity in a variety of courses across the USM. The University of Maryland Eastern Shore infuses diversity in courses called *Multicultural Perspectives* and *Food, Clothing, and Culture* and also within the engineering seminar class for seniors and a freshmen engineering design course. UMUC offers diversity courses through the social sciences program to ensure undergraduates understand the importance of diversity in society and the workplace. Close to 2,000 students have taken *Diversity Awareness*; *Disability Studies*; and *Domestic Violence*.

Student organizations across the System host hundreds of programs addressing current events and issues relating to various constituent groups. They also encourage and facilitate collaborations, conversations, and engagement between groups. Finally, USM institutions' locations make it possible to expose students to the wide variety of museums, galleries, and organizations dedicated to civil rights, immigration, racial and cultural groups and to host a variety of speakers who facilitate important conversations within and among varying groups.

Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under the Clery Act.

Each USM institution provided a statement detailing their process for reporting campus-based hate crimes. Although processes may differ slightly, the collection of these data is mandated by the Clery Act. Data were not required for this report, but annually, all institutions who receive Title IV (federal student aid) funding submit crime data to the Department of Education. By October 1 of each year, institutions must publish and distribute an annual campus security report to all current students and employees. In most cases, these reports are on institutions' websites, so the information is also available to perspective students and their families.

Out of increased concern about hate crimes and hate-bias incidents, the 2018 Joint Chairmen's Report requires the Maryland Higher Education Commission to collect information about institutions' programs about hate-bias incidents. Institutions must share (1) their formal policy on hate-bias incidents (or a policy that would apply); (2) their plan or process for educating students about hate-bias incidents, including awareness, prevention, and deterrence; and (3) the number of hate-bias incidents that have occurred during the last three academic years. USM will have access to the reports, which are due this fall, and will share the findings with the Board in a future EPSL meeting.

Conclusion

These reports demonstrate the importance institutions place on increasing the representation of traditionally-underrepresented groups and creating a welcoming and inclusive environment for students, faculty, and staff. Most of the work to be done around these issues must take place at the campus level and depends upon involvement from a wide variety of administrative units and academic schools, colleges, and departments. Work within and across divisions is important, occurring, and will hopefully become more systemic. Institutions also note inter-institutional work and important partnerships within their communities, which is promising.

The USM staff is also greatly engaged via the USM's Inclusion and Diversity Council, a newly-formed Workgroup on Freedom of Expression, the successful Symposium on Diversifying the Faculty and a future follow up convening in 2019, and regular discussions of these issues with the presidents, provosts, vice presidents for student affairs, Council of University System Faculty, Council of University System Staff, and the USM Student Council. The USM staff will report to Education Policy and Student Life on these initiatives throughout the year.

Although institutions have made progress on many fronts, the work continues. Institutions are appropriately tackling inclusion and diversity from multiple perspectives, as there is no quick or singular fix. Many of the institutions cite the need for additional resources to most effectively implement or sustain some of their initiatives, but they are still finding ways to move forward on this work. All have identified a number of areas for continuous improvement. The USM staff will continue to monitor that progress, support our institutions' efforts, and engage at the system level.

APPENDIX A



Institutional Programs of Cultural Diversity Annual Progress Report ~ 2017-2018

§11-406 of the Education Article states that each public institution of higher education in the State shall submit a progress report regarding the institution’s implementation of a plan for a program of cultural diversity. Progress on the following institutional goals should be reported.

Table 1

<p align="center">Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty. (Select Examples)</p>				
Institution	Efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
CSU	Recruitment of international students, including student-athletes	Percent international students; number and percent student-athletes	Percent of international students has increased from 6% to 14.6%	New initiatives; measures under development
SU	Upon review of application, test scores, and transcript, the Office of Admissions offers on-the-spot admissions at high schools, particularly those with high populations of historically underrepresented identities	For the reporting period, SU met with 21 schools, an increase of 17 schools. From these events, 386 students were interviewed and 149 have decided to attend.	Students interviewed increased by 271 students and 84 more will be attending. Students from these groups are tracked by tagging them in our CRM and following them through the admissions funnel.	Continue to expand the program to new schools
UB	Targeted, expanding outreach to high schools via B-Power initiative (to expand outreach to Baltimore City students) and Fannie Angelos’ Program to select Baltimore scholars from HBCUs to attend UB School of Law with full tuition	Number of new activities Increase in law school diversity	Participation in activities including: Parent/Student info sessions, SAT prep workshops, college and career readiness sessions, and other outreach to schools in Baltimore City; 26 Fannie Angelos scholars are currently at UB. 8 selected for 2018 Baltimore Scholars Program.	Increase in freshmen enrollments from Baltimore City high schools Assess retention rates of students in the Baltimore Scholars Program

<p>UMBC</p>	<p>Continued implementation and expansion of UMBC STRIDE</p>	<p>Offered focused conversations on: 1) Planning for Diversity and Inclusive Excellence in Your Search, 2) Developing Shared Evaluation Metrics, 3) Best Practices for Reducing Implicit Bias in the Application Review Process, 4) Best Practices for Inclusive Excellence in the Interview and Selection Process, 5) Best Practices for Inclusive Mentoring, 6) Developing an Effective Diversity Hiring Recruitment Plan. Provided consultations to search committees and departments.</p>	<p>STRIDE has offered eight focused conversations in AY 17-18 with revised materials. In AY 17-18, STRIDE facilitated 20 department/search committee consultations.</p>	<p>Continue the expansion of work in the College of Engineering and Information Technology. Continue the dissemination of our work and best practices to internal and external audiences.</p>
<p>UMCP</p>	<p>ADVANCE supports the creation and maintenance of inclusive academic cultures for all faculty, with particular emphasis on the recruitment, retention, and advancement of women and URM faculty. Activities include, but are not limited to: *professor mentoring program within each college; *faculty peer networks for different groups; *integration of inclusive hiring practices into faculty search processes; *workshop on how to see biases as they emerge in the academic workplace and be a good ally to intervene; *1-on-1 consultation by the director with department chairs trying to improve work environments for women and URM faculty and with individual faculty for support and advice.</p>	<p>Select primary metrics to evaluate progress are: *institutional data (i.e., annual tracking of hiring, retention & advancement data by gender, race, rank, college; a dashboard of demographics, salary, and campus service data); *comparison of retention and advancement of ADVANCE activity participants to non-participant peers; *pre-post surveys of participants in all major ADVANCE programs and annual program evaluation reports; *exit interviews and retention interviews (faculty who are leaving and those who we successfully retained).</p>	<p>*Since 2010 fewer women assistant professors resign pre-tenure *No significant differences between men and women receiving tenure or promotion *Women and URM ADVANCE participants are more likely to be retained by the university than peers who did not participate *Three-fourths of participants in Leadership Fellows program are now campus leaders *Trained 77 search committees from 40 departments on strategies to mitigate implicit bias in hiring and attract a diverse applicant pool *There is a slight increase in URM hires among pilot searches</p>	<p>*Additional training needed for department chairs and other academic leaders on how to improve workplace cultures to be more inclusive and dynamic; development of stronger ally culture *More women department chairs, STEM center directors *Support needed for women PTK and TT faculty to attend conferences with children *Roll out of inclusive hiring pilot to entire campus of faculty searches</p>

UMES	The recruitment team attends recruitment events designed for targeted diverse student populations such as the annual National Hispanic College fairs and Maryland public and private schools with diverse student populations.	Number of total applications Number of recruitment events attended	5,074 total applications received 120 events and spent 469.5 hours recruiting prospective students	Scholarships to support transfer students and first-time students; better collaboration with community colleges; continue to build better relationships with local schools; we need to expand our recruitment territory outside of MD
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Table 2

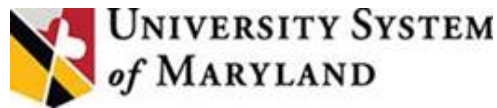
<p align="center">Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus. (Select Examples)</p>				
Institution	Efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
BSU	Created Diversity and Inclusion Workgroup (FY 2018) to develop experiences to support a climate that respects diversity and inclusion	Inaugural Diversity and Inclusion Week events included: an informational for faculty and staff on diversity resources at BSU, a town hall meeting for the campus to gain insight on the programming and academic options they believe would increase appreciation of diversity. Currently, the Workgroup is reviewing surveys for incoming students to identify cultural preferences that BSU can proactively accommodate in their living and learning environments.	New initiative	The Diversity and Inclusion Workgroup has been charged with creating a revised Diversity and Inclusion Plan during FY 2019

<p>FSU</p>	<p>Create a Campus Environment that Promotes the Valuing of Cultural Diversity</p> <p>Establish institutional offices and organizations to help build intercultural understanding and broaden cultural awareness on campus by encouraging students, faculty, and staff to engage with cultures different from their own through their participation in co-curricular and professional development programs</p> <p>*Develop inter-institutional academic opportunities and institutional curricular programs for students, faculty, and staff designed to ensure equal participation in educational opportunities and encourage collaboration in activities designed to highlight the study of social issues and their relationship with underrepresented groups globally</p>	<p><i>FSU’s Center for Student Diversity, Equity, and Inclusion</i> programs and activities designed to reach out to racial identity groups and other marginalized student identity groups to provide guidance and support while providing education and training to the entire campus</p> <p><i>FSU’s Center for Student Diversity, Equity, and Inclusion</i> programs and activities to engage students, faculty, and staff in experiences targeting instruction and training on cultural sensitivity</p> <p>Partnerships with other institutions in the University System of Maryland to increase the number of underrepresented minorities pursuing graduate school</p>	<p>The Center worked with faculty and staff to:</p> <ul style="list-style-type: none"> *Provide support and leadership development to marginalized student identity groups *Promote interaction and awareness among students, faculty, and staff *Coordinate and facilitate the Introduction to Diversity Workshop—required of all first-year, full-time students as part of the programs offered in the Introduction to Higher Education. Participation in the workshop increased to 90% (up from 85% fall 2016) in the fall 2017 semester. <p>FSU’s partnership with the University of Maryland College Park, <i>TRIO Academic Achievement Program’s McNair Scholars</i> has enrolled 80 students since its inception, in 1991. The six-year graduation rate for these students has been 100%. Over 35% of the participants have been males. The 2016-2017 cohort included five students (three African American females and two Caucasian males).</p>	<p>Explore strategies to increase participation in the Introduction to Diversity workshops</p> <p>Seek funding to sustain activities led by the Center, and hold a “Train-the-Trainer institute during summer/fall 2018</p> <p>Identify funding to support FSU students’ participation in activities hosted at partner institutions</p>
<p>TU</p>	<p>Intergroup Dialogue – a multi-week program that brings together small groups of students across social identity groups to increase social consciousness and build bridges across group differences. Faculty and staff members</p>	<p>Participation rates</p>	<p>Facilitators trained: 18 Faculty facilitating: 9 Staff facilitating: 9 Student participants: 114</p>	<p>IGD is a multi-week program that brings together small groups of students across social identity groups to increase social consciousness and build</p>

	serve as facilitators. (summer 17, fall 17 and spring 18)			bridges across group differences. Faculty and staff members serve as IGD facilitators (summer 17, fall 17, and spring 18).
UMB	<p>Pilot a cultural responsiveness training program open to all staff and faculty (Campus Life Services – Interprofessional Student Learning & Service Initiatives)</p> <p>Increase the number of faculty and staff who have completed diversity and inclusion trainings (School of Social Work)</p>	<p>*Launching of program *Recruit 14 participants *Retention rate</p> <p>Percent increase</p>	<p>*The Safety Pin Initiative was successfully launched on 10/17 *16 participants recruited *87.5% retention rate</p>	<p>Expansion of program is being evaluated</p> <p>Explore ways to accurately track attendance for activities within and outside of the SSW</p>
UMCES	<p>UMCES began its first Institutional Assessment process in July 2018. Includes a campus climate, diversity and inclusion assessment. Will include external consulting group implementation of survey and results review. Expect to complete process by November 2018.</p> <p>Ongoing pursuit of gift and grants that support cultural diversity initiatives</p>	<p>Interviews and Campus Climate Survey results</p> <p>Number and \$ value of gifts and grants received</p>	<p>First year of implementation – expected data results November 2018</p> <p>In addition to \$300k in NOAA funding to support minority student success in marine sciences, UMCES also obtained private funding in support of research mentoring activities for underrepresented community college students in STEM</p>	N/A until final results
UMUC	<p>Diversity as a Core Value and Competency</p> <p>*Heighten awareness of university-wide definitions and understanding of diversity</p> <p>*Ensure that management practices demonstrate knowledge and</p>	<p>Number of diversity training programs</p> <p>Number of new hires that have received briefing from Diversity and Equity Team</p>	<p>Conducted 15 Diversity Training Programs</p> <p>24 briefings to 264 new hires (staff)</p>	Additional similarly targeted funding opportunities

	<p>understanding of the skills necessary to manage a diverse workforce</p> <ul style="list-style-type: none"> *Provide all staff with opportunities for diversity education and training *All new hires receive diversity briefing from Chief Diversity Officer during onboarding *Purchase of new online training modules through Everfi 	<p>Online training modules include:</p> <ul style="list-style-type: none"> •Accommodating Disabilities *Title IX/Clery Act *Inclusion in the Modern Workplace *Harassment and Discrimination Prevention *Managing Bias *Workplace Violence Prevention 		
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APPENDIX B



2017-2018

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

Institution: Bowie State University

Date Submitted: June 29, 2018

Point(s) of Contact (names and email addresses): Gayle Fink, gfink@bowiestate.edu

Section I: Progress Report: §11-406 of the Education Article states that each public institution of higher education in the State shall submit a progress report regarding the institution's implementation of a plan for a program of cultural diversity. Progress on the following institutional goals should be reported:

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.

Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery.

Goals 1 and 2 will be reported in Table 1 and Table 2 below; no additional narrative is needed. Details should include strategies for implementation, metrics to measure how progress is being evaluated, indicators of success about how progress has been achieved, and areas where continuous improvement is needed for select, key initiatives and strategies. Goal 3 should be provided in a brief statement as noted below.

Introduction

This report was prepared in accordance with the Cultural Diversity Report guidelines prepared by the Maryland Higher Education Commission (MHEC). The report meets the requirements for Education §11-406 (Plan for Cultural Diversity) and contains three sections:

1. a progress report on Bowie State University's Cultural Diversity Plan efforts to increase the numbers of traditionally underrepresented students, faculty and staff populations and a description of initiatives designed to create positive interactions and cultural awareness across the campus,
2. a summary of BSUs Cultural Diversity Plan; and
3. student, faculty and staff race/ethnicity data.

Bowie State University has a long-standing commitment to diversity; it values and celebrates diversity in all of its forms. The University community believe that its educational environment is enriched by the diversity of individuals, groups and cultures that come together in a spirit of learning. As the University aspires to even greater racial diversity, it fully embraces the global definition of diversity that acknowledges and recognizes differences and advances knowledge about race, gender, ethnicity, national origin, political persuasion, culture, sexual orientation, religion, age, and disability.

Section I - Table 1: Reporting of Institutional Goal 1

<p>Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.</p> <p>Timeline for meeting goal within the diversity plan: Continuous</p>			
Detail all Implementation Initiatives for this goal.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
Students			
Increase the number of new students from diverse ethnic groups.	Increase new student ethnic diversity by 1 percent annually.	<p>% non-African-American First-time UNG Fall 2015 15%; Fall 2016 11%</p> <p>New Transfer UNG Fall 2015 18%; Fall 2016 13%</p> <p>New Graduate Students Fall 2015 32%, Fall 2016 25%</p>	Royall & Company, a division of EAB was hired in spring 2016 to increase fall 2016 undergraduate applications. The target pool has been adjusted to increase non-African-American applicants.
Monitor retention and progression rates of all students as described in the USM Closing the Achievement Gap Report and the MHEC Access and Success Report	<p>Overarching measures:</p> <p>Second year retention rates</p> <p>Six-year graduation rates</p> <p>Progression rates</p>	<p>First-time Students 2nd Year Ret - Fall 2014/fall 15 – 71%/76%</p> <p>6 Year Grad - Fall 2009/fall 2010 – 33%/41%</p> <p>Progress to Soph Status in 1 year Fall 14/Fall 15- 16%/23%</p> <p>Transfer Students (Fall) 2nd Year Ret - Fall 2014/fall 15 – 74%/73%</p> <p>5 Year Grad - Fall 2010/fall 2011 – 50%/55%</p> <p>Progress rate to Jr status in 1 year Fall 14/Fall 15- 58%/58%</p>	Initiatives outlined in the reports are annually evaluated and adjusted to continue supporting student success.
Faculty, Staff and Administrators			
Maintain compliance with the university's Affirmative Action Plan	Tracking over time the number of minorities and females by classification.	The May 2016 Affirmative Action Plan stated that the university had 548 employees, including 448 minorities and 306 females. There was no need to set placement goals at this time for any classification.	Not applicable
Provide training to new and continuing employees to ensure compliance with EEO, Title IX, ADA and other regulations	Number of employees trained.	The Title IX office administered two online trainings to all full-time employees on sexual harassment and discrimination and sexual violence. The compliance rate exceeded 76 percent	Continuing regular training programs.

		for these trainings. In person training was also provided in units.	
Train academic department search committees on recruitment techniques to hire qualified and diverse full-time faculty.	Number of new full-time faculty that are from diverse groups	Of the new faculty reporting race/ethnicity, 100% were African American and 56% were female.	Not applicable
To increase faculty diversity, the Department of Fine and Performing Arts was intentional about hiring qualified full- and part-time faculty from various backgrounds.	Percentage of new faculty hired from various backgrounds	Between 2016-2016, new full-time hires reporting ethnicity: 60% Caucasian, 20% Hispanic and 20% African-American	

Section I - Table 2: Reporting of Institutional Goal 2

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.			
Timeline for meeting goal within the diversity plan: Continuous			
Detail all Implementation Initiatives for this goal.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
Infuse international and diversity awareness in the curriculum (Academic Affairs)			
Infuse diversity awareness into curriculum of selected programs	Counseling, Education, Nursing, Psychology and Social Work include courses in cultural awareness and diversity		Not applicable
Encourage participation in the China Study Abroad Program	Number of students participating in the China Study Abroad program	Over 30 students have participated in the program to date.	Expansion of study abroad opportunities.
To increase student diversity, Department of Fine and Performing Arts seeks to target selected schools for recruitment.	Form a collaborative relationship with two area high schools that have potential to become feeder schools for DFPA programs. Host high school and/or community college invitationals at BSU FPAC.	Progress not achieved in 2016-17	Recruitment strategies need revamping. Increase community engagement.
Increase College of Business student awareness of Wall Street employment opportunities	Annual National Association of Securities Professionals HBCU annual business lunch in NYC	Bowie State University was the largest group in attendance.	

Expand co-curricular programs that promote diversity awareness (Student Affairs)			
Detail all Implementation Initiatives for this goal.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
Continue Black History Month lectures, performances, and other activities	Participation in activities	Added Black Arts Matter showcasing talent emphasizing African-American history through fine and performing arts	Not applicable
Continue activities related to International Women's Day	Participation in activities		Not applicable
Continue to support student organizations that promote cultural diversity	Student participation in events	Data kept by student groups	
Continue student leadership development program	Student participation	Evaluation data reviewed annually for continuous improvement	
Respond to current events by promoting a welcoming campus environment	Multiple programs to discuss cultural differences between Africans and African-Americans; panel discussions on the HBCU Coalition lawsuit; multiple sessions about Black Lives Matter		
DFPA Theatre Arts program offer more non-traditional and thought-provoking main stage productions that would stimulate discussions about culture and social awareness, particularly in general education offerings.	Number of productions Student discussions in theatre courses	BSU Theatre offered four performances of one main stage production that challenged gender, culture, and religious norms. Faculty reported all THEA 105, Introduction to Theatre, classes engaged in discussions that centered on the musical production and diverse perceptions of culture as related to ethnicity, gender and religion. This is the principal general education course in theatre, enrolling 90 to 120 students each semester.	Gather more immediate evaluation data from audiences to use as part of the discussions in classes. Expand purposed dicussions to other upper division theatre courses.
Maintain a campus climate that respects and values diversity (Cabinet)			
Equity Compliance Office	Number and type of investigations	http://www.bowiestate.edu/about/admin-and-governance/adminfin/human-resources/equal-employment-opportunity/	The report is annually evaluated and adjusted to continue a campus climate that respects diversity.
Created Diversity and Inclusion Workgroup (FY 2018) to develop experiences to support a climate that respects diversity and inclusion	Inaugural Diversity and Inclusion Week events included: an informational for faculty and staff on diversity resources at BSU, hosting a town hall meeting for the campus to gain insight on the programming and academic options they believe would increase appreciation of diversity. Currently, the Workgroup is reviewing surveys for incoming students to identify cultural preferences that BSU can proactively accommodate in their living and learning environments.		The Diversity and Inclusion Workgroup has been charged with creating a revised Diversity and Inclusion Plan during FY 2019.
Support units providing programming to support a welcoming campus climate	Programs offered by the Center for Global Engagement, the	Office of Student Leadership <ul style="list-style-type: none"> An American Descent: Lecture and discussion (May) 	

	<p>Office of International Programs, the International Student Office, the Gender and Sexual Diversities Resource Center, the Counseling Services Center and Disabled Student Services office.</p>	<ul style="list-style-type: none"> • Social Justice: Lecture and Discussion (Feb) <p>Division of Student Affairs Fall and Spring Conversations with:</p> <ul style="list-style-type: none"> • Gay Straight Alliance • Racies • Saudi Students Club • Navigators <p>Student Programs</p> <ul style="list-style-type: none"> • Black Male Agenda: Discussion: Who Am I (Sept) • Black Male Agenda: How to use your liberal arts degree for black liberation (Nov) • Gay Straight Alliance: Healthy Sexuality Workshop (Nov) • Gay Straight Alliance: LGBT and Mental Health Program (Dec) • National Council of Negro Women: Purple Intervention: Lecture and discussion (Nov) • Raices: Bridging Communities Together; Discussion (March) • Raices: DACA Teach In (April) • Raices: Embrace your Raices Discussion (Nov) • Raices: What are your Raices? : Lecture and discussion • SGA: Diversity Fest- Homecoming; Music and Fashion (Oct) • SGA: Fitness Classes based Socacise, (Caribbean influenced workout class) (Fall) • SGA: Miss Bowie State held a feminine products drive for Ghana (March) • Sigma Gamma Rho: Blackish: Viewing and Discussion (Nov) • Sigma Gamma Rho: Supporting Our HBCUs: Discussion (Nov) • Student Alumni Association: Purple Intentions: Discussion (Nov) • Zeta Phi Beta: For the Culture (black history month trivia): Participation and Discussion (Feb) 	
<p>Continue diversity training programs</p>	<p>Employee attendance</p>	<p>The Office of Human Resources has offered a variety of face to face training sessions over the past year to address different aspects of workplace and classroom diversity. These training sessions have included the following topics: "Helping Individuals in Distress",</p>	<p>Continuing regular training programs.</p>

		<p>“How to Deal with Difficult People”, “Creating Effective Teams”, “Classroom Behavior Management”, “Creating a Classroom Community”, and “Learning Styles and Learning Needs.” Additionally, the Office of Human Resources provides employees with self-paced training courses through our Skillsoft eLearning platform on workplace and classroom diversity topics. Some of the highlighted workplace diversity courses offered include the following: “Your Role in Workplace Diversity,” “Bridging the Diversity Gap,” “Workplace Management: Global HR, Diversity, and Inclusion,” “The Importance of Diversity and the Changing Workplace”, and “Diversity on the Job: Diversity and You.”</p>	
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Section I - Statement 1: Reporting of Institutional Goal 3

Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery. Do not include statistics.

Bowie State University remains compliant with the reporting requirements Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act by providing appropriate disclosures on an annual basis (<https://www.bowiestate.edu/campus-life/campus-police/clery-act/>)

Section II: Institutional Plan: §11-406 of the Education Article states that each public institution of higher education in the State shall develop and implement a plan for a program of cultural diversity that enhances cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff at the institution of higher education. The plan should include:

- i. Implementation strategy and a timeline for meeting goals within the plan;
- ii. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations;
- iii. A description of how the institution plans to enhance cultural diversity (if improvement is needed);
- iv. A process for reporting campus-based hate crimes; and
- v. A summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally-diverse student body.

Please submit your narrative Institutional Plan for a Program of Cultural Diversity. Your institutional plan should align with the information you shared in Section I. The Plan should be in an appendix and should not be included in the 12-page maximum.

Approach to Cultural Diversity

The University’s 2013-2018 Strategic Plan and the annual planning process provide the framework for promoting cultural diversity across the campus. Strategic Plan, Goal 2 specifically focuses on student

recruitment, access and retention. In addition, the Strategic Plan articulates the core values of the University: Excellence, Civility, Integrity, Diversity, and Accountability. Our core value of Diversity is defined as “*an awareness of and sensitivity to differences, including race, gender, ethnicity, national origin, political persuasion, culture, sexual orientation, religion, age, and disability.*” As an HBI, the Bowie State community believed it was important to adopt a definition that went beyond race and ethnicity to include the numerous other characteristics that bring richness to our campus community. The Core Value of Diversity is measured through faculty and staff surveys and the Noel Levitz Student Satisfaction Inventory survey. Each survey is administered every three years. Baseline and subsequent surveys indicate that faculty, staff and students agree that the University values diversity.

The University’s Cabinet is responsible for establishing annual objectives that align with the Strategic Plan and the President’s annual goals. Once Cabinet objectives are set, Cabinet members work with divisional departments to develop annual action plans. Cabinet members monitor departmental action plans at least twice each fiscal year. The Cabinet also provides the President a mid-year and final report on divisional objectives.

In the past, the University took a decentralized approach to support cultural diversity. Annual objectives relating to cultural diversity flow through the offices of the Provost and Vice President for Academic Affairs, the Executive Vice President and General Counsel, the Vice President of Administration and Finance and the Vice President for Student Affairs. The overarching goals and metrics for cultural diversity are described in detail in tables that follow.

In FY 2018, the University’s Diversity and Inclusion Committee began its work by developing its mission and goal statements. The work of this committee aligns with the new 2018-2023 Strategic Plan goal on diversity and inclusion. In the future, the Diversity and Inclusion Committee will develop a campus plan and coordinate campus efforts to promote diversity and inclusion.

Diversity and Inclusion Statement at Bowie State University

Diversity is one of the core values of Bowie State University. We strive to be a diverse and inclusive campus community which both appreciates our historical narrative and celebrates the strengths that a diverse campus community brings to all. Diversity and inclusion brings high value to the educational experience of our students and as well to our faculty and staff. At the core its core we understand that all people have talent and potential that is spread across communities and groups, locally and globally. Inclusion means creating an environment of respect, connection and involvement among people with different experiences and perspectives. We strive to create a truly diverse and inclusive environment where the richness of ideas, backgrounds, and perspectives of our community is harnessed to create value for our institution, today and in the future.

Diversity and Inclusion Committee Mission Statement:

To create a truly diverse and inclusive environment where the richness of ideas, backgrounds, and perspectives of our community is harnessed to create value for our institution, today and in the future.

Diversity and Inclusion Committee Vision Statement:

To position Bowie State University as a community of respect, connection and involvement among people with different experiences and perspectives.

Diversity and Inclusion Goals:

- To promulgate a university community where everyone coexists in unity and peace
- To provide access and support to anyone who feels excluded, unwelcome or marginalized
- To promote consciousness and appreciation for different perspectives through programming and discussions on campus and in the community

Section III: Demographic Data: Per the request of the Board of Regents, institutions will include demographic data in each annual progress report on programs of cultural diversity. To meet this requirement, please provide separate student (Table 3), faculty (Table 4), and staff (Table 5) demographic data as indicated in the example below. These tables should be in an appendix and should not be included in the 12-page maximum.

The dates within this table have been updated to reflect 2008-2009 (the baseline year as determined by the passage of associated legislation) and 2010-2011 (the year in which the federal government revised race/ethnicity categories).

Students

	Baseline: 2008-2009				2010-2011				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	4835	88%	1696	3139	4951	89%	1774	3177	4713	83%	1745	2968	5054	82%	1848	3206
American Indian or Alaska Native	17	0%	4	13	20	0%	6	14	4	0%	1	3	6	0%	1	5
Asian	91	2%	26	65	80	1%	31	49	67	1%	32	35	71	1%	39	32
Hispanic/Latino	95	2%	34	61	103	2%	36	67	177	3%	54	123	227	4%	68	159
White	266	5%	80	186	227	4%	68	159	161	3%	42	119	182	3%	56	126
Native American or other Pacific Islander	0	0%	0	0	2	0%	0	2	7	0%	0	7	10	0%	1	9
Two or more races	0	0%	0	0	5	0%	1	4	227	4%	73	154	225	4%	71	154
Did not self identify	179	3%	70	109	190	3%	64	126	313	6%	146	167	373	6%	193	180
Total	5483	100%	1910	3573	5578	100%	1980	3598	5669	100%	2093	3576	6148	100%	2277	3871

Source: EIS

Full-time Instructional Faculty

	Baseline: 2008-2009				2010-2011				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	147	67%	69	78	158	69%	74	84	141	64%	58	83	135	63%	59	76
American Indian or Alaska Native	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0
Asian	8	4%	4	4	10	4%	6	4	11	5%	6	5	10	0%	6	4
Hispanic/Latino	12	5%	9	3	10	4%	5	5	12	5%	6	6	12	0%	6	6
White	45	21%	29	15	37	16%	23	14	33	15%	21	12	35	1%	21	14
Native American or other Pacific Islander	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0
Two or more races	0	0%	0	0	0	0%	0	0	1	0%	0	1	1	0%	0	1
Did not self identify	7	3%	1	6	14	6%	8	6	22	10%	10	12	20	0%	10	10
Total	219	100%	112	106	229	100%	116	113	220	100%	101	119	213	3%	102	111

Source: EDS

Full-time Staff

	Baseline: 2008-2009				2010-2011				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	268	80%	111	157	269	80%	104	165	280	75%	104	176	276	130%	106	170
American Indian or Alaska Native	1	0%	0	1	1	0%	0	1	0	0%	0	0	0	0%	0	0
Asian	9	3%	8	1	6	2%	3	3	7	2%	2	5	6	0%	2	4
Hispanic/Latino	7	2%	2	5	10	3%	7	3	4	1%	3	1	7	0%	5	2
White	28	8%	11	17	25	7%	8	17	34	9%	12	22	32	1%	12	20
Native American or other Pacific Islander	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0
Two or more races	0	0%	0	0	0	0%	0	0	3	1%	0	3	2	0%	0	2
Did not self identify	23	7%	7	16	27	8%	9	18	44	12%	21	23	45	1%	17	28
Total	336	100%	139	197	338	100%	131	207	372	100%	142	230	368	6%	142	226

Source: EDS



**INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY
ANNUAL PROGRESS REPORT**

AY 2017 - 2018

June 29, 2018

Office of Academic Affairs

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT
COPPIN STATE UNIVERSITY
AY 2017 - 2018

BACKGROUND

Education Article 11-406, of the Code of Maryland Regulations, states that each public institution must annually submit updates on plans of cultural diversity. At Coppin State University (CSU), diversity refers to programming related to the inclusion of those racial and ethnic groups and individuals that are, or have been underrepresented in higher education. Additionally, the University’s programs, strategies, and activities are inclusive of persons regardless of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, and military status. As required by the University System of Maryland (USM), CSU has developed and implemented a plan that enhances cultural diversity and inclusion awareness through instruction and training of the student body, faculty, and staff. Using the template provided by the USM, details of the plan are provided below.

SECTION I: Progress Report on Goals 1-3

<i>Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.</i>			
<i>Timeline: 2020</i>			
Programs/Initiatives	Metrics	Progress	Areas of Improvement
1. Continue to recruit, hire, and retain a diverse faculty and staff body using online and print publications that reach populations of various race and ethnicities.	1. No. of Faculty and staff by race/ethnicity; Affirmative Action Report; number and type of publications	1. The proportion of Asian faculty increased from 3% to over 3.7%. The proportion of Asian staff increased from 4% to 6.5% since the baseline year.	1. The University needs to improve recruitment and hiring of faculty and staff who report are Native Americans, Foreign, and Caucasian.
2. Provide Fair Housing (Residence Hall) Training annually	2. No. of Staff Participants trained	2. 100% Housing Staff Participated in training	2. Ensure the training is conducted yearly.

<p>3. Recruitment of International Students, including student-athletes</p>	<p>3. Percent International Students; number and percent student-athletes</p>	<p>3. Percent of international students has increased from 6% to 14.6%</p>	
<p>4. Annual Martin Luther King, Jr. Day – a speaker series and recognition ceremony that is open to the campus and local community</p>	<p>4. Number of participants annually; Quantify satisfaction survey results.</p>	<p>4. Positive reception of the event and positive interactions among student, faculty, and staff attendees.</p>	<p>4. Provide formal evaluation tools for next year’s event</p>
<p>5. Diversity and Academic Programs –The School of Education has plans to broaden the scope of diversity within its academic programs. Also, within the scope of General Education, future plans are to infuse diversity into General Education and conduct assessments.</p>	<p>5. Data from future assessments on students’ learning and experiences.</p>	<p>5. Anticipated results include greater awareness and inclusion of persons of all race and ethnicities in instructional programs and examples, and in students’ practical experiences.</p>	<p>5. New Initiatives; measures under development.</p>

<p><i>Goal 2: Create Positive Interactions and cultural awareness among students, faculty, and staff on campus.</i></p> <p><i>Timeline: 2020</i></p>			
Programs/Initiatives	Metrics	Progress	Areas of Improvement
<p>1. Safe Space Training – conducted by the Counseling Center to provide training to students, faculty, and staff and to transfer knowledge, awareness, appreciation, and</p>	<p>1. No. of student, faculty, and staff participants</p>	<p>1. Approximately 49 participants were educated and informed about the LGBTQIA community; new efforts to provide awareness</p>	<p>1. Expand Safe Space to individual units on campus to ensure 100% participation.</p>

<p>understanding of LGBTQIA student issues.</p> <p>2. Campus-wide student mentoring and support programs for personal and academic intervention. Programs include CLAC, Our House, LLCs, etc.</p> <p>3. Professional Development for Staff by all units on campus conducted by Human Resources - HR provided training on Workplace Civility and Conflict Resolution hosted by MD Commission on Civil Rights; regular workshops held during University Day.</p> <p>4. Professional Development for Faculty by all units on campus – Academic Affairs</p> <p>5. Annual Diversity Day - Hosted by ITD Division; shares food from cultural backgrounds, employees dress in their native attire.</p> <p>6. Cultural Awareness Expo in Athletics</p> <p>7. Campus-wide Monthly, Information Sessions on LGBTQIA community; hosted by all divisions – flyers, seminars, and lectures.</p>	<p>2. No. of Programs; participants; success rates</p> <p>3. No. of participants; workshops</p> <p>4. No. of participants; workshops</p> <p>5. No. Participants by race/ethnicity</p> <p>7. No. of Students, faculty, staff participants and no. served</p>	<p>and inclusion; safe spaces created.</p> <p>2. Impact on student success measures such as increased retention and graduation rates.</p> <p>3. Positive Interactions and Cultural Awareness</p> <p>4. Positive Interactions and Cultural Awareness</p> <p>5. Diverse staff of 10 women, 2 Blacks, 17 African American, 1 Hispanic, 6 Asian, 5 White, 1 Native Amer., 1 Mid-East</p>	<p>2. Need to attain and sustain level funding for selected mentoring and support programs; need evaluation data of each event to measure impact.</p> <p>3 & 4. Ensure all new hires are given civility and conflict management information at the time of hiring.</p> <p>5. Expand the event beyond the IT Division.</p> <p>6. This is a planned event for the upcoming year.</p> <p>7. Continue efforts to broaden education to the campus; broaden use of safe space signage; promotions of awareness campaigns.</p>
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<p>8. Intrusive Advisement for International Students (F-1 Visa) – includes counseling, safe space talks; government support and advice.</p>	<p>8. No. of students served</p>	<p>8. No. of students enrolled each semester have less issues and concerns with visas.</p>	<p>8. Establish concrete measures for advisement.</p>
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Statement 1 (do not include statistics): Reporting of Institutional Goal 3 - Hate Crimes

INSTITUTION HAS A PROCESS FOR REPORTING HATE CRIMES

Although hate crimes have been zero or minimal at the University, the campus has several outlets for reporting hate crimes and any other malicious acts by students, faculty, and staff. CSU is compliant with the processes outlined by the USM as well as the federal requirements under the Clery Act of 1990. The process is detailed on the University’s website (Campus Police site) at https://www.coppin.edu/downloads/file/1302/complaint_procedure. The campus police will conduct an investigation of all complaints filed in a timely manner. The information is communicated to the public using the campus’ annual Public Safety Campus Crime Report which is posted to the university’s home page. Also, as crimes are reported in and around the surrounding community, the Campus Police sends e-mail blasts describing the crimes and requested the community to always exercise caution and to report these crimes. The public remains aware of any crimes primarily through this process.

Students are able to report crimes through the Division of Student Affairs as well as Academic Affairs. Students involved in such incidents have access to the campus’ judicial process, the campus police, and if necessary, Baltimore City’s Police Department.

Faculty and Staff are able to report crimes through the Office of Human Resources. This information is communicated to them through orientation processes as well as through professional development and training offered during the academic year.

Compliance with New Requirements

The Maryland Higher Education Commission (MHEC) requires that institutions submit reports on Hate-Bias Plans and Hazing Policies. CSU is in the process of developing a plan that will include incident response protocols and a process for tracking reported incidents. This will be in place as required by the Joint Chairs Report. The Policy on Hazing will include programs to educate and increase awareness of hazing among the student population as well as reporting protocols. Both plans will be submitted to MHEC by September 1, 2018.

APPENDIX

SECTION II: INSTITUTIONAL PLAN NARRATIVE

SECTION III: INSTITUTIONAL DATA

SECTION II: INSTITUTIONAL PLAN NARRATIVE – Report on Progress

CSU's defines cultural diversity as strategic programming related to the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education. Also, the University is inclusive of persons regardless of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, and military status. Cultural diversity and inclusion is a central to the institution's mission.

Institutional Mission Statement (revised 2018)

Coppin State University, a historically black institution in a dynamic urban setting, serves a multi-generational student population, provides innovative education opportunities, and promotes lifelong learning. The University fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development.

Cultural Diversity Among Students

CSU is uniquely capable of addressing the preparation of multigenerational students from the State of Maryland, Baltimore City and County, and regions beyond. The University extends its preparations beyond the traditional classroom by providing experiential and authentic learning experiences to students who have been differently prepared. To address the cultural diversity goals of the USM, the university has aligned its plan to help the system meet its goals accomplish greater diversity and inclusion. Data below and explanations show progress towards greater diversity and inclusion.

Since the 2008-2009 baseline year, the University experienced a decline in overall enrollment of all students. However, progress towards maintaining a diverse student population is noted. There has been a slight increase in the number of Asian student population since the baseline data report. The population went from 0.2% to 1% Asian this current year. The University has consistently had a 75% to 25% female-to-male ratio and has been able to maintain a strong Latino student population with a notable increase to 3% from the baseline of 0.4%. In lieu of national challenges with international student policy, CSU has increased the number and percent of foreign students from 1% during the baseline year to 14.6% to date. Selected initiatives described below have supported the University's efforts although there continues to be room for improvement.

The following programs, strategies, and initiatives support enrollment, retention, and graduation, and continue to yield positive results. Selected support programs and interventions include:

- **Summer Academic Success Academy (SASA)** - The Summer Academic Success Academy is an intensive, six-week campus-based, residential program that prepares students for the transition from high school to college. At-risk students have the opportunity to develop confidence and earn college credit prior to the start of the fall semester. SASA

students receive information on financial literacy, career planning, personal growth, and other campus resources and support services.

- **First Year Experience (FYE)** - The First-Year Experience program serves as the advisement hub for first-year and sophomore students. Students receive intrusive advisement and guidance through the completion of the first 30 credits of their General Education curriculum.
- **Academic Success Centers (ASC)** - The Centers, housed within each of the four colleges, are staffed by full-time academic advisors and retention coordinators. Staff members monitor student progression, perform registration outreach, and direct students to support services needed for success.
- **Our House Community Mentoring** - Our House provides mentoring for incoming freshmen through a combined peer mentoring and staff mentoring program. Run as a pilot in AY2014, results show a higher freshmen to sophomore retention rate and academic achievement when compared to the University.
- **Connecting Ladies across Campus (CLAC)** - CLAC is designed to build self-esteem in female students with the ultimate goal of empowering them in womanhood, sustaining academic excellence, and building personal and professional relationships that may lead to successful careers. Paired with a mentor from the University's faculty or staff, CLAC supports CSU women of all backgrounds.
- **Living Learning Communities (LLCs)** - The LLC integrates academic learning and residential community living for Honors Scholars and entering first-year and transfer students pursuing a healthcare major. These students have the opportunity to become a part of a learning community within the residence halls. A service-learning component enhances the living learning experience for the students and assists in the development of civic responsibility and awareness.
- **Child Development Center** - Child care services offered through the James E. McDonald Child Development Center support students, employees of the University, and the community with the purpose of providing a safe, nurturing, and educational program that focuses on developmentally appropriate experiences for children. The Center addresses both the need of the campus community as well as provides quality service to the surrounding community. Students who major in Early Childhood Education complete experiential learning at the Center, contributing to their academic preparation.
- **The Center for Counseling and Student Development (CCSD)** - The Center provides quality counseling and mental health services to students experiencing personal, developmental, and psychological issues or distress. They assist students in crisis, intervene in potentially life threatening situations, provide quality outreach programs and offer other important additional services. These services address the developmental concerns of students while emphasizing prevention and professional consultative services

that increase the understanding of challenges faced by students and promotes psychological well-being.

- **Disability Support Services - Disability Support Services (DSSP)** - Housed under the Division of Academic Affairs, DSSP has been charged to create an accessible university community to ensure students have equal access to University programs, activities, and services. Policies and procedures are developed to provide students with as much independence as possible and to promote self-advocacy. The services to faculty, staff, and students on disability issues address the needs of individuals to improve the quality and effectiveness of services; advocate for the upgrading and maintenance of the accessibility of all facilities; promote access to technology resources; and provide students with disabilities the same academic opportunities as non-disabled students in all areas of academic life.
- **Center for Adult Learners (CAL)** - The Center was formed with the adult learner in mind, given that the average age of the CSU student is 26 years of age. The goals of the CAL include the following: to increase educational opportunities for first-generation college students; to strengthen the level of engagement in the culture of academic rigor; to provide a campus climate in which adult learners demonstrate satisfaction with their program of study and go on to assume careers in their disciplines or continue matriculation into graduate or professional schools; to provide a model to be replicated on a larger-scale for the University; and to inform teaching and learning effectiveness through assessment.

Administrative Staff

The Office of Human Resources (HR) offers a variety of workshops that support cultural diversity and inclusion. These workshops are offered on a regular basis and are available to all members of the campus community at least two or more times per year. Workshops include such topics on sensitivity training, managing diverse staff members, customer service, and conflict resolution. These workshops are essential since the University has staff from all types of diverse backgrounds and remain central to the university's mission. The workshops are conducted in conjunction with the Information Technology Division, Academic Affairs, and Finance and Administration.

The University experienced a decrease in the number of staff members between AY 2008-2009 and AY 2017-2018. Both populations of male and female staff members decreased from 447 to 376. The number of African Americans recruited and retained has remained constant at approximately 85%. The number of Asian staff members increased from 3% to 4% while the number of White or Caucasian has remained stable at 9%. Data show that efforts to increase representation among Native Americans and Foreign staff member could be further enhanced.

Diversity among Faculty

Faculty Recruitment Coppin's unique geographic location within the Baltimore City limits makes it an attractive environment for faculty to have careers and focus on instruction, research and service to the University. Overall, faculty members find the campus to be a welcoming environment. The University makes every effort to advertise in diverse publications to ensure that individuals in the country and worldwide would have access to job opportunities with the University. These publications include, but are not limited to the Washington Post, the Chronicle of Higher Education, Diverse Issues, Latinos in Higher Education, LinkedIn, HigherEdjobs.com, and other publications that are able to reach remote areas.

The University maintains subscriptions to diverse publications in an effort to ensure that when searches are conducted for new faculty, candidates will derive from diverse locations. While the limitations of dollars for advertising continue, the University is able to post positions in print and online journals, many of which may be discipline-specific. Budget constraints have contributed to the University's inability to be even more aggressive in its recruitment and hiring of an appropriate number of faculty members across all of its disciplines. Also, internally, the institution is reviewing all of its academic programs, including faculty and all other resources necessary for successful programming.

The following data show that overall, faculty recruitment has somewhat slowed. In AY 2017-2018, the University had 246 members of personnel classified in a type of faculty position. This number is a drop from the previous academic year which was reported to be 267 members of personnel who were faculty positions (full-time faculty; part-time faculty members). Out of the 246 faculty members, 56% are female and 44% are male. While there has been a decrease in the number of overall faculty, the population remains largely African American (78%). The Asian faculty member population increased from 4% to 6.5% and Caucasians remained stable at 13%. Data show that enhancements could be made to increase the number of underrepresented Native American faculty members.

SECTION III: DEMOGRAPHIC DATA ONLY

STUDENTS

	Baseline: 2008-2009				2015-2016				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	3473	85.7%	722	2751	2666	86%	653	2013	2519	86%	562	1957	2250	77.8%	478	1772
American Indian or Alaska Native	4	0.1%	2	2	2	0%	1	1	3	0%	1	2	3	0.1%	0	3
Asian	10	0.2%	0	10	11	0%	1	10	21	1%	7	14	18	0.6%	6	12
Hispanic/Latino	17	0.4%	8	9	70	2%	24	46	71	2%	25	46	81	2.8%	32	49
White	90	2.2%	25	65	57	2%	21	36	57	2%	25	32	42	1.5%	20	22
Native American or other Pacific Islander	0	0.0%	0	0	0	0%	0	0	1	0%	1	0	0	0.0%	0	0
Two or more races	0	0.0%	0	0	37	1%	10	27	36	1%	11	25	30	1.0%	10	20
Foreign	0	0.0%	0	0	197	6%	72	125	175	6%	59	116	422	14.6%	118	304
Did not self- identify	457	11.3%	139	318	68	2%	18	50	56	2%	8	48	46	1.6%	8	38
Total	4051	100%	896	3155	3108	100%	800	2308	2939	100%	699	2240	2892	100%	672	2220

FACULTY

	Baseline: 2008-2009				2015-2016				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	410	92	148	262	299	87%	119	180	325	86.2%	125	200	321	85.4%	118	203
American Indian or Alaska Native	0	0	0	0	0	0%	0	0	0	0.0%	0	0	2	0.5%	1	1
Asian	13	3	9	4	11	3%	7	4	12	3.2%	8	4	14	3.7%	8	6
Hispanic/Latino	2	0	1	1	2	1%	1	1	4	1.1%	2	2	5	1.3%	3	2
White	20	4	12	8	30	9%	22	8	33	8.8%	26	7	34	9.0%	26	8
Native American or other Pacific Islander	0	0	0	0	0	0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Two or more races	0	0	0	0	1	0%	0	1	1	0.3%	0	1	0	0.0%	0	0
Foreign					1	0%	1	0	2	0.5%	2	0	0	0.0%	0	0
Did not self- identify	2	0	0	2	0	0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Total	447	100	170	277	344	100%	150	194	377	100%	163	214	376	100%	156	220

STAFF

	Baseline: 2008-2009				2015-2016				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	241	80%	91	150	191	74%	70	121	204	76.4%	79	125	192	78.0%	72	120
American Indian or Alaska Native	0	0%	0	0	1	0.4%	0	1	1	0.4%	0	1	1	0.4%	0	1
Asian	13	4%	10	3	14	5%	11	3	13	4.9%	9	4	16	6.5%	10	6
Hispanic/Latino	1	0%	0	1	3	1%	1	2	2	0.7%	1	1	3	1.2%	1	2
White	37	12%	27	10	38	15%	26	12	38	14.2%	27	11	33	13.4%	25	8
Native American or other Pacific Islander	0	0%	0	0	0	0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Two or more races	0	0%	0	0	1	0.4%	0	1	1	0.4%	0	1	1	0.4%	0	1
Foreign		0%	0	0	9	4%	7	2	8	3.0%	6	2	0	0.0%	0	0
Did not self- identify	9	3%	4	5	0	0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Total	301	100%	132	169	257	100%	115	142	267	100%	122	145	246	100%	108	138

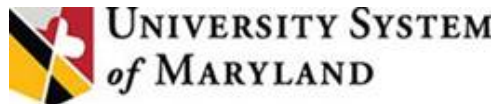


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Section I

CULTURAL DIVERSITY PROGRAM ANNUAL PROGRESS REPORT PREPARED BY THE OFFICE OF THE PROVOST June 2018

Submitted to:



2017-2018

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

**INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY
ANNUAL PROGRESS REPORT**

Institution: Frostburg State University

Date Submitted: June 4, 2018

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This report follows the University System of Maryland (USM) guidelines for the 2017-2018 Annual Progress Report on Frostburg State University’s Cultural Diversity Program. The report contains the following three sections.

SECTION I

- Frostburg State University’s Progress Report on USM Goals One, Two, and Three
- Table 1 3
- Table 2 7
- Campus Statement on the process for reporting campus-based hate crimes 13

SECTION II

- Frostburg State University’s Cultural Diversity Program Appendix A

SECTION III

- Institutional Demographic Data Appendix B

Provides associated comparative demographic data for fall 2010, fall 2016, and fall 2017 with that of fall 2009. These data outline FSU’s significant progress over the last eight years towards achieving its diversity goals.

This information is presented in Tables 3-5, for students, faculty, and staff, respectively.

SECTION I

INSTITUTIONAL PLAN AND GOALS

Frostburg State University (FSU) continues to implement and evaluate strategies and action priorities according to their contributions to the following five *Diversity Goals* established in its 2008-2018 Cultural Diversity Program.

1. Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students
2. Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students
3. Enhance the Cultural Diversity of Faculty and Staff
4. Create a Campus Environment that Promotes the Valuing of Cultural Diversity
5. Promote the Understanding of International Cultures

IMPLEMENTATION

Tables 1 and 2 describe the initiatives and strategies of the University's Cultural Diversity Program that are intended to address the cultural diversity goals identified by USM:

- **Table 1: USM Goal 1-** *Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty: FSU's Diversity Goals 1-3.*
- **Table 2: USM Goal 2 -** *Create positive interactions and cultural awareness among students, faculty, and staff on campus: FSU's Diversity Goals 4-5.*

Section I - Table 1

USM Goal 1: Increase the Numerical Representation of Traditionally Underrepresented Groups among Students, Administrative Staff, and Faculty.

<p>FSU's Diversity Goal 1: Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students</p> <p>Timeline for meeting FSU Goal 1 is fall 2018: FSU's Diversity Program will be updated and revised in AY 2018-2019</p> <p>The minority student population at Frostburg represented 43.7% of its overall undergraduate population in the fall of 2017. Additionally, the number of undergraduate minority students enrolled at the University has increased 53.4%, from 1,345 minority undergraduates in fall 2009 to 2,064 in fall 2017 (see Table 3 in Appendix B). African American student headcount has grown by 31.5% from 1,127 in fall 2009 to 1,483 in fall 2017.</p>			
<p>Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.</p> <p>Strategies are numbered followed by their Action Priorities.</p>	<p>Metrics to measure how progress of each initiative/strategy is being evaluated</p>	<p>Data to demonstrate where progress has been achieved / indicators of success</p>	<p>Areas where continuous improvement is needed</p>
<p>FSU 1.1: Enhance marketing and recruitment efforts that target underrepresented students.</p> <ul style="list-style-type: none"> a) Continue to send mailings and electronic communications to underrepresented students who meet the University's admission criteria. b) Continue to arrange recruitment trips to urban high schools in Maryland. c) The University will make a good faith effort to recruit and employ qualified minority staff to enhance marketing and recruiting efforts that target underrepresented students. 	<p>The purchase of names from minority populations from the pool of students who take the PSAT in their junior year of high school.</p> <p>The number of trips to urban high schools Maryland.</p> <p>The number of minority candidates offered staff positions at the University.</p>	<p>Student Search Services Comparison data shows that minorities represented 26.8% of the total names purchased for the fall 2009 entering first-year class, as compared to 36% for the fall 2017 class.</p> <p><i>Data Source: PeopleSoft Queries F09;orig SSS file F17</i></p> <p>During fall 2016 and spring 2017 (to recruit the Fall 2017 class): Either through individual high school visits, or visits to high schools as part of a college fair format program, FSU had a total of 32 visits at 19 high schools in Baltimore City.</p> <p>See results under FSU Diversity Goal 3.</p>	<p>Continue to investigate other avenues of "prospect" and "inquiry names" to ensure that the makeup and size of the first-year class meets the university's goals.</p> <p>Seek out new communication strategies to increase knowledge of counselors in minority markets.</p>

<p>FSU 1.2: Familiarize high school students, teachers, and administrators from selected areas with the University’s programs and services.</p> <p>a) Continue bus trips to FSU from targeted areas and engage FSU minority students to serve as tour guides.</p>	<p>The number of bus trips to FSU with minority attendees.</p> <p>The number of minority students in attendance at FSU admitted student receptions.</p>	<p>The Office of Admissions hosted approximately 750 prospective high school students during 23 different bus trips to FSU from primarily minority high schools. Additionally, 72% of prospective fall 2017 students attending the “admitted student receptions” sponsored by the Admissions Office were minorities (83 of 115 students).</p>	
<p>FSU 1.3: Enhance college-readiness programs and promote them to minority and first-generation students.</p> <p>a) Continue programs designed to prepare underrepresented students for postsecondary education at FSU.</p> <p>b) Provide additional academic support for underrepresented high school students from Allegany, Garrett, Washington, Montgomery, Anne Arundel, Prince Georges, and Frederick counties and Baltimore City.</p>	<p>FSU programs designed to prepare underrepresented students for postsecondary education at FSU.</p> <p>FSU programs designed to provide academic support for underrepresented high school students from Allegany, Garrett, Washington, Montgomery, Anne Arundel, Prince Georges, and Frederick counties, and the city of Baltimore.</p>	<p>Over the last five years, the grant-based <i>TRiO Upward Bound Program</i> has served 156 participants, and 18.6% of these self-identified as minorities.</p> <p>The FSU’s <i>Upward Bound Regional Math/Science Center</i> provided additional academic support for underrepresented high school students. An average of 59% of program participants (86 of 145) over five years self-identified as minorities. Of the 70 participants who graduated from high school during the past five years, 45 (64%) were minorities, and 36 of these 45 (80%) initially enrolled in college.</p>	
<p>FSU 1.4: Increase the number of underrepresented students who transfer to FSU from community colleges.</p> <p>a) Continue to expand 2+2 and dual-degree programs with community colleges.</p> <p>b) Continue to establish dual-admission agreements with community colleges.</p> <p>c) Provide additional individualized support services to transfer students.</p>	<p>The number of transfer students enrolled in FSU from minority groups.</p> <p>The number of dual-degree agreements with community colleges.</p> <p>The number of dual-admission agreements with community colleges.</p> <p>Services provided to transfer students.</p>	<p>An increasing number of transfer students are from minority groups. New minority transfer students represented 16.3% of the new transfer population in fall 2009 compared to 31% in fall 2017. <i>Data Source: Enrollment Information System file (EIS)</i></p> <p>In FY 2018, FSU had active articulations with 13 of 16 Maryland community colleges (Source: FSU’s Office of Admissions).</p> <p>Dual-admission agreements are in place with Allegany College of Maryland and Hagerstown Community College. More dual admission agreements with regional and statewide community colleges are expected in the future.</p> <p>Students who transfer to FSU without a declared major are assigned to the Center for Academic Advising and Retention (CAAR) office. Staff in that office serve as the student’s academic advisor and provide a welcoming connection to the campus. Twenty new transfer students were served through CAAR in the 2017 academic year; seven of those students are African-American.</p>	<p>Investigate additional methods to ensure the makeup and size of the transfer student class meets the university’s goals.</p>

FSU's Diversity Goal 2: Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students			
Timeline for meeting FSU Goal 2 is fall 2018: FSU's Diversity Program will be updated and revised in AY 2018-20019			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
<p>Strategies are numbered followed by their Action Priorities.</p>			
<p>FSU 2.1: Sustain the implementation of continuing and new programs intended to enhance student success and increase underrepresented minority and first-generation student retention and graduation rates.</p> <p>a) Continue programs to enhance student success: Academic Success Network (ASN), First-Year Student Progress Survey, TRiO Student Support Services (SSS), Academic Enrichment Series, Beacon Early-Alert system, and the Tutoring Center services.</p> <p>b) Implement new programs to enhance student success: Expanding the Academic Success Network scope, Predictive Analytics (PAR), and HelioCampus.</p>	<p>Second-year and six-year graduation rates for underrepresented students at Frostburg State University.</p>	<p>Second-year retention and six-year graduation data generated the following findings: For the fall 2016 cohort of first-time, full-time students, FSU's second-year retention rates for African American students (71%) and minorities (69%) are lower than the rate for the total student population (74%).</p> <p>The retention rates decreased from 78% (cohort fall 2015) to 71% (cohort fall 2016) for African Americans and from 77% (cohort fall 2015) to 69% (cohort fall 2016) for all minorities. The retention rate for all first-time, full-time students decreased from 77% (cohort fall 2015) to 74% (cohort fall 2016).</p> <p>Although retention rates decreased for all three measured populations, the overall rate for all first-time, full-time students decreased only three points. The decreases were significantly larger for African-Americans and all minorities at 7 points and 8 points, respectively. Six-year graduation rates increased over the reporting period for all student groups (cohort year 2010 to cohort year 2011): from 39% to 47% for African American students, from 40% to 55% for all minorities, and from 49% to 51% for all first-time, full-time students.</p>	<p>Explore possible reasons for the lower persistence rates, particularly for the minority student population, and devise initiatives to address retention from sophomore year forward.</p>

FSU's Diversity Goal 3: Enhance the Cultural Diversity of Faculty and Staff			
Timeline for meeting FSU Goal 3 is 2018: FSU's Diversity Program will be updated and revised in AY 2018-20019			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. Strategies are numbered followed by their Action Priorities.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
<p>FSU 3.1: Expand efforts to attract and retain eminently qualified minority faculty and staff.</p> <ul style="list-style-type: none"> a) Establish working relationships with doctoral granting HBCUs throughout the United States with similar demographic population and geographic location. b) Advertise faculty and staff job openings on websites devoted to diverse hiring, work with USM on hiring strategies, and create a program for underrepresented populations (in their disciplines) to teach at Frostburg as ABD doctoral students. c) Utilize The REGISTRY, a national database of diverse and strategic candidates seeking ladder-rank employment as faculty members at institutions of higher education. d) Require all search committees for faculty and staff positions to have one member of the committee responsible for ensuring that minority outreach is a priority. e) Implement the annual Development and Leadership Series to provide management training to increase employee advancement and retention. 	<p>The number of minority faculty and staff at Frostburg State University.</p>	<p>In accordance with its Cultural Diversity Program, the University continues to strive to increase the number of minority faculty and staff at the institution. As of December 2017, Frostburg State University's workforce consisted of 1,067 full and part-time employees (390 faculty and 677 staff members). Academic Affairs had fifty-one minority faculty members representing 13.07%. See Tables 4 and 5 in Appendix B.</p> <p>There are 17 minority non-tenure track faculty (9.43% of NTT faculty). Of these, 6 were African American/Black faculty (3.3%), 6 Asians (3.3%), 2 Hispanics (1.1%), 1 individual who was an American Indian (0.5%) and 2 who identified as Pacific Islander (1.2%). Additionally, there were 34 minority tenure track faculty (16.3% of FTTT). Of these 9 were African American/Black faculty (4.3%), 12 Asians (5.77%), 4 Hispanic (1.9%), and 9 individuals who identified as Other (4.3%). (See Table 4 in Appendix B).</p> <p>During FY 2018, Minority staff members (51) were employed at a rate of 7.5%. Within the administration there are 15 African American/Black staff (2.2%), 13 Asians (19%), 5 Hispanic (0.7%) and 2 individuals who identified as more than one race (0.3%). (See Table 5 in Appendix B).</p> <p>The Development and Leadership Program will again be offered during AY 2018-2019. Next year will be the fifth year for the program, which enrolls 12 FSU staff members per year.</p>	<p>Recruit continuously, not only when there are openings.</p> <p>Maintain professional networks and make note of potential candidates from underrepresented groups.</p> <p>If possible, build and develop relationships with potential candidates, keeping them in mind for future openings and/or asking them to assist in recruiting from their own networks.</p>

Section I - Table 2

USM Goal 2: Create Positive Interactions and Cultural Awareness among Students, Faculty, and Staff on Campus

FSU's Diversity Goal 4: Create a Campus Environment that Promotes the Valuing of Cultural Diversity			
Timeline for meeting FSU Goal 4 is fall 2018: FSU's Diversity Program will be updated and revised in AY 20018-20019			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
<ul style="list-style-type: none"> • faculty and staff cultural training programs; • curricular initiatives that promote cultural diversity in the classroom; and • co-curricular programming for students <p>Strategies are numbered followed by their Action Priorities.</p>			
<p>FSU 4.1: Establish institutional offices and organizations to help build intercultural understanding and broaden cultural awareness on campus by encouraging students, faculty, and staff to engage with cultures different from their own through their participation in co-curricular and professional development programs.</p> <p>a) FSU's Center for Student Diversity, Equity, and Inclusion: Plan and implement activities designed to reach out to racial identity groups and other marginalized student identity groups to provide guidance and support while providing education and training to the entire campus.</p>	<p>FSU's <i>Center for Student Diversity, Equity, and Inclusion</i> programs and activities designed to reach out to racial identity groups and other marginalized student identity groups to provide guidance and support while providing education and training to the entire campus.</p>	<p>During 2017-2018, the Center worked collaboratively with faculty and staff to:</p> <ul style="list-style-type: none"> • Provide support and leadership development to marginalized student identity groups: African Student Alliance (ASA), NAACP, and the gospel choir (UVUGD). • Provide assistance in leadership development and support for planning of activities, programs and meetings to University student organizations: Black Student Alliance (BSA), Latin American Student Organization (LASO), National Council of Negro Women (NCNW) and Spectrum (for students identifying as lesbian, gay, bisexual, queer and transgender). • Promote interaction and awareness among students, faculty, and staff in efforts to retain upper-classmen, reduce the achievement gap, and develop and implement intervention initiatives for at-risk students by providing advising and support to referred students. • Coordinate and facilitate the NCBI's Introduction to Diversity Workshop—required of all first-year, full-time students as part of the programs offered in the Introduction to Higher Education (ORIE 101). Participation in the workshop increased to 90% (up from 85% fall 2016) in the fall 2017 semester. 	<p>Explore strategies to increase participation in the Introduction to Diversity workshops.</p>

<p>b) Continue the work of the President’s Advisory Council on Diversity, Equity, and Inclusion (PACDEI).</p> <p>c) Continue the work of the Office of Gender Equity to provide resources and services for promoting social justice; and to plan and implement efforts to educate students, faculty, and staff about the issue of gender-based violence and related programming, policies, and services.</p>	<p>FSU’s <i>Center for Student Diversity, Equity, and Inclusion</i> programs and activities to engage students, faculty, and staff in experiences targeting instruction and training on cultural sensitivity.</p> <p>FSU <i>President’s Advisory Council on Diversity, Equity, and Inclusion (PACDEI)</i> – programs and activities for promoting a campus community that values and embraces all genders, races/ethnicities, languages, sexual orientations, ages, faiths, cultural and social class contexts, and intellectual and physical abilities.</p> <p><i>Office of Gender Equity</i> programs and activities that provide resources and services for promoting social justice and that educate students, faculty, and staff about the issue of gender-based violence.</p>	<p>During 2017-2018, the Center planned and implemented the following activities:</p> <p><i>Diversity Retreat</i>: A two-day activity, formerly sponsored by the Black Student Alliance every fall. A full day is dedicated to a Workshop on “Building Community through Deeper Connections” In fall 2017, a total of 45 students, one staff member, and two FSU alum participated in this retreat. A second retreat was made possible through retention enhancement funds secured through USM. It was held during the spring 2018 semester with 47 students (3 of whom are trained NCBI diversity workshop facilitators), 2 staff members and 1 guest speaker.</p> <p>PACDEI provides recommendations about best practices, offers information regarding current research in the field, and partners with units on campus to offer relevant programming to the campus community. During 2017-2018 the work of the PACDEI was absorbed by the NCBI leadership team. Funding was provided for the fall diversity retreat and “mini-grants” to assist faculty’s efforts to infuse the curriculums with more focused multicultural approaches. Grants were distributed to fund curricular and co-curricular activities through African American Studies, Women’s Studies and the Gender Equity office.</p> <p>FSU established the <i>Office of Gender Equity</i> in 2016 as the institutional body in charge of providing leadership to promote, sustain, and advance a campus climate free of gender-based harassment and violence. The office has been actively engaged in implementing its mission by:</p> <ul style="list-style-type: none"> • Providing an equitable, safe, and inclusive environment for all students through the coordination of activities intended to oversee prevention, education, response, and assessment of sexual misconduct, gender-based harassment, intimate partner violence, and stalking. • Assessing student perceptions and experiences of gender-based harassment and violence through the biennial <i>Campus Climate Survey</i>. Survey data from spring 2016 shows positive responses about students’ perceptions concerning their University experience, including increased engagement in the campus community and a higher sense of being valued as individuals • Providing recommendations in light of State and Federal expectations and best practices. 	<p>Seek funding to sustain activities led by the Center, and hold a “Train-the-Trainer institute during summer/fall 2018.</p> <p>Allocation of sufficient resources for sustainable prevention, response, outreach, and compliance.</p>
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<p>d) Plan and implement activities to prevent gender-based harassment, sexual violence, intimate-partner violence, and stalking based on research and best-practice information.</p>	<p>Programs planned and implemented to prevent gender-based harassment, sexual violence, intimate-partner violence, and stalking based on research and best-practice information.</p>	<p>In 2016, FSU restructured the previously existing President's Advisory Council Against Gender Based Violence (PACAGBV) into the current FSU's Gender-Based Harassment and Elimination Task Force (G-BHAVE). The purpose of restructuring the organization was to make it more inclusive with representation from students, faculty, and staff across campus as well as experts and stakeholders from the Frostburg community at large. Beginning in fall 2017, all first-time students were required to complete <i>Think About It</i>; an online educational platform designed by EverFi's Campus Clarity. The one-hour curriculum serves as the mandatory population-level training required by the U.S. Department of Education and the University System of Maryland to address gender-based harassment and sexual assault prevention. All first-year students participating in Introduction to Higher Education were required to participate in <i>Relating, Dating, and Communicating</i>. This 50-minute in-person seminar promotes a positive, proactive approach to preventing sexual violence by blending sexual health promotion with interpersonal communication skill building. All faculty and staff were required to complete <i>Intersections</i>; an online platform designed by EverFi's Campus Clarity. The 90-minute program discusses the methods employees can identify harassment, discrimination, retaliation, related misconduct, and report such instances as mandated by federal and state law.</p>	
<p>e) Develop inter-institutional academic opportunities and institutional curricular programs for students, faculty, and staff designed to ensure equal participation in educational opportunities and encourage collaboration in activities designed to highlight the study of social issues and their relationship with underrepresented groups globally.</p>	<p>Partnerships with other institutions in the University System of Maryland to increase the number of underrepresented minorities pursuing graduate school.</p>	<p>FSU's partnership with the University of Maryland College Park, <i>TRiO Academic Achievement Program's McNair Scholars</i> has enrolled 80 students since its inception, in 1991. The six-year graduation rate for these students has been 100%. Over 35% of the participants have been males. The 2016-2017 cohort included five students (three African American females and two Caucasian males).</p> <ul style="list-style-type: none"> • <i>Identity and Difference courses in the General Education Program (GEP):</i> The Identity and Difference category in the GEP offers students multiple course options to gain insight into the ways cultural identities and experiences shape individual perspectives of the world and influence interactions with people from different backgrounds. 	<p>Identify funding to support FSU students' participation in activities hosted at partner institutions.</p> <p>Continue to host McNair recruitment sessions at FSU</p>
<p>f) Sustain the University's curricular programs designed to promote the understanding of cultural diversity.</p>	<p>The University's curricular programs that promote the understanding of cultural diversity</p>	<ul style="list-style-type: none"> • <i>The African American Studies Program and the Women's Studies Program</i>, through courses in the GEP, provide students with opportunities to explore elements of the world and U.S. History which are often overlooked by developing an understanding of the rich and complex African and African... American heritage, and the impact of women and gender in a diverse society, respectively. The two programs also collaborate with other institutional structures to offer events for students, faculty, and staff to highlight social issues and their relationship with these underrepresented groups globally. 	

FSU's Diversity Goal 5: Promote the Understanding of International Cultures Timeline for meeting Goal 5 is fall 2018 : FSU's Diversity Program will be updated and revised in AY 20018-20019			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: <ul style="list-style-type: none"> • faculty and staff cultural training programs; • curricular initiatives that promote cultural diversity in the classroom; and • co-curricular programming for students 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 5.1: Increase the number of international students attending Frostburg State University a) Actively recruit international students overseas and throughout the United States. b) Increase the number of exchange partners to increase the diversity of international students.	The number of J1 and F1 students enrolled at Frostburg State University. The number of exchange partners to increase the diversity of international students.	The CIE works with all academic departments across campus to ensure a continued growth in international diversity. Over the past two years, CIE changed its emphasis on recruitment of students who would enroll on an “exchange” basis for one or two semesters, and moved to dual degree programs that would recruit “degree-seeking” international students. In spring 2018, FSU enrolled 183 students, including 162 degree-seeking students from 15 countries. The CIE data indicates an increase of degree-seeking student compared to the spring 2016 semester. At that time, FSU enrolled a total of 134 degree-seeking international students. Even though the CIE did not add additional exchange partners this past year, it is intentionally working with academic departments on campus to increase the number of FSU study abroad students at these partner institutions. Specifically, the CIE is assisting the College of Business with recruiting students for study abroad opportunities at the following partner schools: <ul style="list-style-type: none"> • ESC Rennes School of Business in France • DHBW School of Business in Germany The CIE is also collaborating with the College of Education to recruit students for a school in Denmark: University College UCC	

<p>c) Develop cooperative-degree programs with overseas partner universities, with the expectation of bringing a large number of international transfer students to earn a degree from FSU.</p> <p>d) Establish strong connections for international students on campus</p>	<p>The number of cooperative-degree programs with overseas partner universities.</p> <p>The presence of programs designed to connect international students to the campus.</p>	<p>In 2017, Frostburg continues to build upon four established cooperative degree programs at the undergraduate and graduate levels with universities in China, Taiwan, and Vietnam:</p> <ul style="list-style-type: none"> • Hunan University of Commerce – This year, the first cohort (120 students) began the program that allows them to receive diplomas from FSU and HUC. Seven students have attended the classes on the FSU campus this year. Twenty-two more students are planning to come to the campus during the fall semester. FSU faculty teach FSU courses at HUC during the fall and summer terms. • China University of Mining and Technology – Efforts to enroll this program continue. • Communication University of China – Efforts to enroll this program continue. • Hanoi University of Industry – The agreement has been completed and the CIE is working with the university to enroll students this upcoming year. Students will earn a B.S. in Computer Science. • National United University- An official agreement will be signed in July. The College of Business plans to begin recruitment efforts immediately. <p>FSU offers English as a Second Language (ESL) courses for international students to feel more confident during their interactions with students, faculty, and staff on campus. Additionally, the CIE offers numerous cultural activities throughout the semester to introduce international students to American cultures.</p>	<p>Assess the effectiveness of cooperative-degree programs as a recruitment strategy for international students, and evaluate its impact on sustaining international education at FSU.</p>
<p>FSU 5.2: Develop programs and organizations to promote students' intercultural understanding and diversity awareness through experiential exposure to global topics.</p>			
<p>a) Plan and implement student abroad programs conducted or sponsored by the university.</p>	<p>The presence of study abroad opportunities for students and the level of participation in those programs</p>	<p>During the academic year 2017/18, 65 FSU students participated in study abroad programs conducted or sponsored by the university. These students were able to bring a wealth of experiences back to their classes and perhaps changed their outlook on the world.</p>	

<p>b) Plan and implement recruitment activities for students to study abroad.</p>	<p>The presence of recruitment activities designed to encourage students to participate in study abroad.</p>	<p>To encourage students to study abroad, the CIE implemented the following recruitment activities in FY 2018:</p> <ul style="list-style-type: none"> • 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 	<p>CIE will continue to evaluate the effectiveness of <i>Horizons</i>, as a software system to track applications of students interested in studying abroad, and assess its impact on meeting the CIE goals.</p>
<p>c) Design and implement student abroad opportunities for students led by faculty members.</p>	<p>The presence of faculty led study abroad opportunities for students</p>	<p>Promoted study abroad at admissions open house events to encourage prospective students to get excited about FSU and plan for their future study abroad opportunities. In FY 2018, faculty members from all three colleges created and implemented study abroad experiences for students in Ireland, Taiwan, Peru, and Belize. These short-term experiences abroad are intended to promote long-term study and provide study abroad trips for those students who cannot spend an entire semester abroad due to finances or rigorous course study plans.</p>	
<p>d) Sustain the University President’s Leadership Circle As an institutional program designed to provide students with opportunities to represent the university at key events, participate in intercultural experiences, and travel abroad to be part of cultural projects engaging exploited populations in different countries around the world.</p>	<p>Presence of international experience for student members of the President’s Leadership Circle.</p>	<p>In AY 2017-2018, the PLC included 12 top performing student leaders on the FSU campus. Six of these students participated in a unique experiential learning opportunity in the rural villages of Uganda, to assist with Africa Water Solutions (the university’s partner) projects in and around Paackwach, in the West Nile region, and Busia in Eastern Uganda. Through these experiences, PLC students helped with water purification, sanitation and hygiene at a local school and surrounding village. The PLC students also spent time furthering educational opportunities for rural Ugandans on topics focused on the importance of education and women’s health.</p>	<p>Promote a more consistent use of the University’s Leadership Competency Model to assess the student learning outcomes of the experiential learning opportunities provided to the PLC members. Provide a direct source of funding to continue the international, intercultural experience</p>

USM Goal 3: Provide a statement regarding the process for the reporting of campus-based crimes as consistent with federal requirements under Clery.

Frostburg State University's Process for Reporting Campus-Based Hate Crimes and Bias-Motivated Incidents

Hate crimes and bias-motivated incidents are violations of the University Student Code of Conduct as well as violations of law. Any such crimes that are reported to the University are handled by several offices of the University. Initial reports are handled by University Police, who conduct an investigation to determine if the incident is a hate crime or bias-motivated incident. If there is a victim involved, the determination of whether a hate crime has occurred is determined by the victim. If there is no victim, University Police will make the determination.

When a perpetrator can be identified, University Police can charge the individual(s) criminally as well as refer them through the University Judicial System. Student cases that are reported to the Judicial Board for violations of University policy are reviewed. If students are found responsible, sanctions can include disciplinary action up to and including expulsion from the University.

At the end of each month, University Police complete the hate crime report form and submit it as part of the Uniform Crime Report (UCR). At the end of each year, hate crimes and bias-motivated incidents are reported as required by the Clery Act and the Campus Crime Statistics Act (CCSA).



One University. A World of Experiences.

Appendix A
Section II

Frostburg State University
Cultural Diversity Program
2008-2018

Prepared by: Office of the Provost

1

Executive Summary

Frostburg State University's Cultural Diversity Program is designed to enhance diversity on campus and further the understanding of different cultures by all members of the University community. The program establishes the following diversity goals and identifies strategies for their attainment:

1. *Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students:* Identified strategies under this goal include enhancing marketing and recruitment efforts; familiarizing high schools students, teachers and administrators from selected areas with the University's programs and services; expanding college readiness programs and promoting them to minority and first-generation students; and increasing the number of underrepresented students who transfer to Frostburg State University from community colleges.
2. *Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students:* The identified strategy under this goal involves sustaining the implementation of continuing and new programs intended to enhance student success and increase underrepresented minority and first-generation student retention and graduation rates.
3. *Enhance the Cultural Diversity of Faculty and Staff:* The identified strategy under this goal involves expanding efforts to attract and retain eminently qualified minority faculty and staff.
4. *Create a Campus Environment that Promotes the Valuing of Cultural Diversity:* The identified strategy for this goal is establishing institutional offices and organizations to help build intercultural understanding and broaden cultural awareness on campus by encouraging students, faculty, and staff to engage with cultures different from their own through their participation in co-curricular and professional development programs.
5. *Promote the Understanding of International Cultures:* The identified strategies for this goal include increasing the number of international students attending Frostburg State University, and developing programs and organizations to promote students' intercultural understanding and diversity awareness through experiential exposure to global topics.

This document pinpoints action priorities currently underway by the University for the strategies under each goal. Also presented are responsible offices for each action priority. Because the University's Cultural Diversity Program is now entering its 10th year, the time frame for the accomplishment of all goals and associate action priorities is indicated as 2018. The University intends to review and possible revise elements of its Cultural Diversity Program during AY 2018-2019. In addition, the report documents how the University responds to reported campus hate crimes and bias-based incidents. Finally, the University's need for additional resources to enhance cultural diversity on campus is identified. As one way to meet this need, the University respectfully recommends that competitive state grants be made available to further cultural diversity at Maryland institutions of higher education.

Introduction

Frostburg State University (FSU) is a multicultural campus where diversity is highly valued. The University's Cultural Diversity Program is intended to help the institution more effectively recruit and retain individuals and groups that have been historically underrepresented in higher education. It is also designed to promote cultural understanding and appreciation among all members of the University community. The program establishes the following five University goals:

1. Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students.
2. Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students.
3. Enhance the Cultural Diversity of Faculty and Staff.
4. Create a Campus Environment that Promotes the Valuing of Cultural Diversity.
5. Promote the Understanding of International Cultures.

Goal 1: Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students

This Cultural Diversity Program contains effective recruitment strategies and action priorities that focus on familiarizing high school students, teachers, and administrators with the programs and services available to them at the University. These strategies and associated action priorities are summarized below. Table 1 presents strategies, action priorities, time frames and responsible units or offices associated with Goal 1.¹

Summary of Strategies and Action Priorities

- *Strategy, FSU 1.1: Enhance marketing and recruitment efforts that target underrepresented students.*

As an action priority, the University will continue to send mailings and electronic communications to underrepresented students. In addition, the University will make a good faith effort to recruit and employ qualified minority staff to enhance marketing and recruiting efforts that target underrepresented students.

- *Strategy, FSU 1.2: Familiarize high school students, teachers, and administrators from selected areas with the University's programs and services.*

As an action priority, the University will continue to sponsor high school bus trips to FSU where students can meet with faculty and staff, and tour the campus.

- *Strategy, FSU 1.3: Enhance college-readiness programs and promote them to minority and first-generation students.*

¹ Because the University's Cultural Diversity Program is now entering its 10th year, the time frame for the accomplishment of all goals and associated action priorities is indicated as 2018. The University intends to review and possibly revise elements of its Cultural Diversity Program during AY 2018-2019.

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As an action priority, the University will continue programs designed to prepare underrepresented students for postsecondary education. The University will also continue its summer outreach Upward Bound programs that help enhance high school students' self-esteem, leadership skills; and awareness of, and readiness for, postsecondary education.

- *Strategy, FSU 1.4: Increase the number of underrepresented students who transfer to FSU from community colleges.*

As an action priority, the University will develop cooperative programs with regional and statewide community colleges in order to increase the transfer of underrepresented students to Frostburg. The University will also provide additional individualized support services to transfer students.

Table 1

Strategies	Action Priorities	Time frame	Responsible Unit or Office
FSU 1.1: Enhance marketing and recruitment efforts targeting underrepresented students.	a) Continue to send mailings and electronic communications to underrepresented students who meet the University's admission criteria.	2008-2018	Office of Admissions
	b) Continue to arrange recruitment trips to urban high schools in Maryland.	2008-2018	Office of Admissions
	c) The University will make a good faith effort to recruit and employ qualified minority staff to enhance marketing and recruiting efforts that target underrepresented students.	2008-2018	Provost Office
FSU 1.2: Familiarize high school students, teachers, and administrators from selected areas with the University's programs and services.	a) Continue bus trips to FSU from targeted areas and engage FSU minority students to serve as tour guides.	2008-2018	Office of Admissions

FSU 1.3: Enhance college-readiness programs and promote them to minority and first-generation students.	a) Continue programs designed to prepare underrepresented students for postsecondary education at FSU.	2008-2018	Program for Academic Support and Studies (PASS)
	b) Provide additional academic support for underrepresented high schools students from Allegany, Garrett, Washington, Montgomery, Anne Arundel, Prince Georges, and Frederick counties, and the Baltimore city.	2008-2018	Upward Bound
FSU 1.4: Increase the number of underrepresented students who transfer to FSU from community colleges.	a) Continue to expand 2 + 2 and dual-degree programs with community colleges.	2008-2018	Office of the Provost
	b) Continue to establish dual-admission agreements with community colleges.	2008-2018	Office of the Provost
	c) Provide additional individualized support services to transfer students.	2008-2018	FSU Advising Center

Goal 2: Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students

The University’s is committed to increasing the retention and graduation rates of underrepresented students. The strategy and related action priorities adopted by the University to achieve this goal are summarized below. Table 2 presents the strategies, action priorities, time frames and responsible units or offices associated with Goal 2.

Summary of Strategies and Action Priorities

- *Strategy, FSU 2.1: Sustain the implementation of continuing and new programs intended to enhance student success and increase underrepresented minority and first-generation student retention and graduation rates.*

Actions priorities associated with the strategy include continuing and strengthening new and ongoing programs overseen by the Office of the Provost that are designed to enhance student success.

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Table 2

Goal 2: Increase the Retention and Graduation Rates of Undergraduate Minority and First- Generation Students			
Strategies	Action Priorities	Time frame	Responsible Unit or Office
FSU 2.1: Sustain the implementation of continuing and new programs intended to enhance student success and increase underrepresented minority and first-generation student retention and graduation rates.	a) Continue programs to enhance student success: Academic Success Network (ASN), Academic Enrichment Series, First-Year Student Progress Survey, TRiO Student Support Services (SSS), Academic Enrichment Series, Beacon Early-Alert system, and the Tutoring Center Services.	2008-2018	Office of the Provost
	b) Implement new programs to enhance student success: Expanding the Academic Success Network scope, Predictive Analytics (PAR), and HelioCampus.	2008-2018	Office of the Provost

Goal 3: Enhance the Cultural Diversity of Faculty and Staff

This University is committed to recruiting and retaining minority faculty and staff. The strategy and related action priorities adopted by the University to achieve this goal are summarized below. Table 3 presents the strategies, action priorities, time frames and responsible units or offices associated with Goal 3.

Summary of Strategies and Action Priorities

- *Strategy, FSU 3.1: Expand efforts to attract and retain eminently qualified minority faculty and staff.*

Action priorities associated with the strategy include developing working relationships with doctoral granting HBCUs with similar demographic populations and geographic locations throughout the United States, utilizing the REGISTRY to fill vacant administrative positions, advertise job openings on websites devoted to diverse hiring, working with the University System Maryland (USM) on hiring strategies, creating a program for underrepresented populations (in their disciplines) to teach at Frostburg as ABD doctoral students, and implementing an annual Development and Leadership Series designed to increase advancement and retention.

Table 3

Goal 3: Enhance the Cultural Diversity of Faculty and Staff			
Strategies	Action Priorities	Time frame	Responsible Unit or Office
FSU 3.1: Expand efforts to attract and retain eminently qualified minority faculty and staff.	a) Established working relationships with doctoral granting HBCUs throughout the United States with similar demographic populations and geographic locations.	2008-2018	Office of the Provost
	b) Advertise faculty and staff job openings on websites devoted to diverse hiring, work with USM on hiring strategies, and create a program for underrepresented populations (in their disciplines) to teach at Frostburg as ABD doctoral students.	2018 (new)	Office of the Provost
	c) Utilize the REGISTRY , a national database of diverse and strategic candidates seeking ladder-rank employment as faculty members at institutions of higher education.	2008-2018	Office of Human Resources
	d) Require all search committees for faculty and staff positions to have one member of the committee responsible for ensuring that minority outreach is a priority.	2008-2018	Director of Human Resources
	e) Implement the annual Development and Leadership Series to provide management training leading to increase employee advancement and retention.	2018	Office of Human Resources

Goal 4: Create a Campus Environment that Promotes the Valuing of Cultural Diversity

The strategy and associated action priorities adopted by the University to create a campus environment that promotes the valuing of cultural diversity are summarized below. Table 4 presents the strategies, action priorities, time frames and responsible units or offices associated with Goal 4.

Summary of Strategies and Action Priorities

- Strategy, FSU 4.1: Establish institutional offices and organizations to help build intercultural understanding and broaden cultural awareness on campus by encouraging students, faculty, and staff to engage with cultures different from their own through their participation in co-curricular and professional development programs

Action priorities include reaching out to faculty, staff and underrepresented students through the University’s Center for Student Diversity, Equity, and Inclusion; continuing the work of the President’s Advisory Council on Diversity, Equity, and Inclusion (PACDEI); continuing the work

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of the Office of Gender Equity; and creating and enhancing current inter-institutional academic opportunities and institutional curricular programs (such as African-American Studies and Women's Studies) for members of the University community that focus on equality in educational opportunities and social issues, and their relationship with underrepresented groups globally.

Table 4

GOAL 4: CREATE A CAMPUS ENVIRONMENT THAT PROMOTES THE VALUING OF CULTURAL DIVERSITY			
Strategies	Action Priorities	Time frame	Responsible Unit or Office
FSU 4.1 Establish institutional offices and organizations to help build intercultural understanding and broaden cultural awareness on campus by encouraging students, faculty, and staff to engage with cultures different from their own through their participation in co-curricular and professional development programs.	a) FSU's <i>Center for Student Diversity, Equity, and Inclusion</i> : Plan and implement activities designed to reach out to racial identity groups and other marginalized student identity groups to provide guidance and support while providing education and training to the entire campus.	2008-2018	FSU Center for Student Diversity, Equity, and Inclusion
	b) Continue the work of the President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI).	2008-2018	PACDEI
	c) Continue the work of the <i>Office of Gender Equity</i> to provide resources and services for promoting social justice; and to plan and implement efforts to educate students, faculty, and staff about the issue of gender-based violence and related programming, policies, and services.	2008-2018	Office of Gender Equity
	d) Plan and implement activities to prevent gender-based harassment, sexual violence, intimate-partner violence, and stalking based on research and best-practice information.	2008-2018	Office of Gender Equity
	e) Develop inter-institutional academic opportunities and institutional curricular programs for students, faculty, and staff designed to ensure equal participation in educational opportunities and encourage collaboration in activities designed to highlight the study of social issues and their relationship with underrepresented groups globally.	2008-2018	Office of the Provost
	f) Sustain the University's curricular programs designed to promote the understanding of cultural diversity.	2008-2018	Office of the Provost

Goal 5: Promote the Understanding of International Cultures

The University's Cultural Diversity Program incorporates several initiatives that promote the understanding of international cultures. The University seeks to increase its number of international students and enhance international programming while promoting intercultural understanding at all levels on campus. At the same time, the University plans to offer FSU students and faculty more opportunities to study and teach abroad.

The strategies and associated action priorities adopted by the University to promote the understanding of international cultures are summarized below. Table 5 presents the strategies, associated action priorities, time frames, and responsible units or offices.

Summary of Strategies and Action Priorities

- *Strategy, FSU 5.1: Increase the number of international students attending Frostburg State University.*

Action priorities include actively recruiting international students overseas and throughout the United States; increasing the number of University exchange partners; and developing cooperative degree programs with overseas partner institutions.

- *Strategy, FSU 5.2: Develop programs and organizations to promote students' intercultural understanding and diversity awareness through experiential exposure to global topics.*

Action priorities include expanding study abroad program and increasing study abroad student recruitment efforts

See Pages 9 and 10 for Table 5:

Table 5

GOAL 5: PROMOTE THE UNDERSTANDING OF INTERNATIONAL CULTURES			
Strategies	Action Priorities	Time frame	Responsible Unit or Office
FSU 5.1: Increase the number of international students attending Frostburg State University.	a) Actively recruit international students overseas and throughout the United States.	2008-2018	Center for International Education (CIE) and Office of the Provost
	b) Increase the number of exchange partners to increase the diversity of international students.	2008-2018	Center for International Education (CIE) and Office of the Provost
	c) Develop cooperative degree programs with overseas partner universities, with the expectation of bringing a large number of international transfer students to FSU.	2008-2018	Center for International Education (CIE) and Office of the Provost
	d) Establish strong connections for international students on campus.	2008-2018	Center for International Education (CIE) and Office of the Provost

FSU 5.2 Develop programs and organizations to promote students' intercultural understanding and diversity awareness through experiential exposure to global topics.	a) Plan and implement study abroad programs conducted or sponsored by the university.	2008-2018	Center for International Education
	b) Plan and implement recruitment activities for students to study abroad.	2008-2018	Center for International Education
	c) Design and implement study abroad opportunities for students led by faculty members	2008-2018	Center for International Education
	d) Sustain the University President's Leadership Circle – as an institutional program designed to provide students with opportunities to represent the university at key events, participate in intercultural experiences, and travel abroad to be part of cultural projects engaging exploited populations in different countries around the world.	2008-2018	Center for International Education

Process for Reporting Campus-Based Hate Crimes and Bias-Motivated Incidents

Hate crimes and bias-motivated incidents are violations of the University Student Code of Conduct as well as violations of law. Any such crimes that are reported to the University are handled by several offices of the University. Initial reports are handled by University Police, who conduct an investigation to determine if the incident is a hate crime or bias-motivated incident. If there is a victim involved, the determination of whether a hate crime has occurred is determined by the victim. If there is no victim, University Police will make the determination.

When a perpetrator can be identified, University Police can charge the individual(s) criminally as well as refer them through the University Judicial System. Student cases that are reported to the Judicial Board for violations of University policy are reviewed. If students are found responsible, sanctions can include disciplinary action up to and including expulsion from the University.

At the end of each month, University Police complete the hate crime report form and submit it as part of the Uniform Crime Report (UCR). At the end of each year, hate crimes and bias-motivated incidents are reported as required by the Clery Act and the Campus Crime Statistics Act (CCSA).

Summary of Resources Needed to Effectively Recruit and Retain a Culturally Diverse Student Body, Faculty, and Staff

Frostburg State University's Cultural Diversity Program contains a number of new and continued initiatives that require additional resources if they are to be fully and successfully implemented. For example, the University's minority and first-generation student recruitment and retention efforts have grown significantly over the years, but there has not been a concurrent increase in staff and operating funds to support these activities. A particularly urgent need is for additional student financial assistance to help increase persistence beyond the second year of college.

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The University's Diversity Center has expanded its educational programs and workshops to address issues of cultural difference, but has seen a reduction in its staff and only a modest increase in operating funds. The University is also rapidly expanding its efforts to create a more diverse campus by increasing its international student population, enhancing international opportunities for students and faculty, and providing additional international programming on campus. It is important that resources are found to support the growing number of international students on campus and the activities of the Center for International Education.



One University. A World of Experiences.

ANNUAL PROGRESS REPORT ON
PROGRAMS OF CULTURAL DIVERSITY

Appendix B:
Comparison Tables for Students, Faculty, and Staff

PREPARED BY: OFFICE OF THE PROVOST

June 2018

Section III

DEMOGRAPHIC DATA

Appendix B:

Comparison Tables for Students, Faculty, and Staff

This section includes the Appendix A with comparison data for 2010, 2016, and 2017 with that of 2009. The data are presented in the following tables:

- ▲ **Table 3:** *Comparison Table for Students*
- ▲ **Table 4:** *Comparison Table for Faculty*
- ▲ **Table 5:** *Comparison Table for Staff*

**Appendix B:
Frostburg State University**

Comparison Tables for Faculty, Staff, and Students

Table 3 Student Headcount by Career

Updated May 25, 2018

Career		Fall 2009				Fall 2010				Fall 2016				Fall 2017			
		Male N	Female N	All N	%	Male N	Female N	All N	%	Male N	Female N	All N	%	Male N	Female N	All N	%
Doctorate	Unknown	.	.	.	.	.	.	.	.	1	3	4	5.13	2	9	11	13.40
	African American/Black	.	.	.	.	.	.	.	.	.	.	.	.	.	2	2	2.44
	Amer Ind or Alaska Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Hisp/Latino	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	White	.	.	.	.	.	.	.	.	25	47	72	92.30	23	45	68	82.90
	Other	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Native Hawaiian or Pac Island	.	.	.	.	.	.	.	.	.	1	1	1.28	.	.	.	.
	Two or More Races	.	.	.	.	.	.	.	.	1	.	1	1.28	1	.	1	1.22
	All	.	.	.	.	.	.	.	.	27	51	78	100	26	56	82	100
Graduate	Unknown	5	9	14	2.22	2	.	2	0.33	37	63	100	14.00	40	47	87	14.80
	African American/Black	9	11	20	3.17	15	17	32	5.30	15	29	44	6.16	16	29	45	7.64
	Amer Ind or Alaska Nat	1	2	3	0.48	.	.	.	.	.	.	.	.	.	.	.	.
	Asian	1	2	3	0.48	4	4	8	1.32	8	8	16	2.24	7	5	12	2.04
	Hisp/Latino	.	4	4	0.63	3	5	8	1.32	5	9	14	1.96	7	6	13	2.21
	White	168	404	572	90.8	168	372	540	89.40	158	291	449	62.90	129	273	402	68.30
	Other	6	8	14	2.22	9	5	14	2.32	65	20	85	11.90	15	6	21	3.57
	Native Hawaiian or Pac Island	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Two or More Races	.	.	.	.	.	.	.	.	2	4	6	0.84	4	5	9	1.53
	All	190	440	630	100	201	403	604	100	290	424	714	100	218	371	589	100
Undergraduate	Unknown	46	60	106	2.23	16	12	28	0.58	21	16	37	0.76	25	29	54	1.14
	African American/Black	551	576	1127	23.7	557	572	1129	23.20	780	753	1533	31.40	767	716	1483	31.40
	Amer Ind or Alaska Nat	9	9	18	0.38	7	6	13	0.27	2	7	9	0.18	3	4	7	0.15
	Asian	44	33	77	1.62	47	28	75	1.54	34	59	93	1.90	41	65	106	2.24
	Hisp/Latino	69	54	123	2.59	98	90	188	3.86	123	160	283	5.79	113	151	264	5.59
	White	1683	1574	3257	68.5	1744	1640	3384	69.54	1221	1394	2615	53.50	1122	1277	2399	50.80
	Other	14	33	47	0.99	20	29	49	1.01	54	38	92	1.88	103	105	208	4.40
	Native Hawaiian or Pac Island	.	.	.	.	.	.	.	.	1	1	2	0.04	.	1	1	0.02
	Two or More Races	.	.	.	.	.	.	.	.	109	111	220	4.50	93	110	203	4.30
	All	2416	2339	4755	100	2489	2377	4866	100	2345	2539	4884	100	2267	2458	4725	100
All	2606	2779	5385	100	2690	2780	5470	100	2662	3014	5676	100	2511	2885	5396	100	

Table 3 Continued: Summary of Undergraduate Enrollment 2009 - 2017

UG Minority				
	2009	2010	2016	2017
N	1345	1405	2140	2064
%	28.29	28.87	43.81	43.70
UG African American				
	2009	2010	2016	2017
N	1127	1129	1533	1483
%	23.7	23.20	31.40	31.40

Source: P409 Student Enrolled Population Files; Office of Assessment and Institutional Research

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Appendix B:
Frostburg State University
Comparison Tables for Faculty, Staff, and Students

Table 4

Instructional Faculty

Split By Tenure/Tenure Track and Non-Tenure Track

Updated May 25, 2018

		Year															
Tenure Status	Race/Ethnicity*	2009				2010				2016**				2017**			
		Male N	Female N	All N	%	Male N	Female N	All N	%	Male N	Female N	All N	%	Male N	Female N	All N	%
Non-Tenure Track	Unknown	.	.	.	.	1	1	2	.	1	.	1	0.60	.	.	.	.
	African American/Black	.	2	2	1.34	.	1	1	.	4	2	6	3.57	3	3	6	3.30
	Amer Ind or Alaska Nat	.	.	.	.	.	.	.	.	1	.	1	0.60	1	.	1	0.55
	Asian	3	1	4	2.68	4	3	7	.	3	3	6	3.57	2	4	6	3.30
	Hisp/Latino	.	3	3	2.01	.	4	4	.	.	1	1	0.60	.	2	2	1.10
	White	64	76	140	93.96	66	78	144	.	63	86	149	88.69	67	98	165	90.66
	Other	.	.	.	.	.	.	.	.	.	4	4	2.38	.	.	.	.
	Native Hawaiian or Pac Island	.	.	.	.	.	.	.	.	.	.	.	.	.	2	2	1.10
	All	67	82	149	100	71	87	158	100	72	96	168	100	73	109	182	100
Tenure/ Tenure Track	Unknown	.	.	.	.	1	.	1	.	.	.	.	.	.	.	.	.
	African American/Black	7	2	9	4.27	7	2	9	.	7	2	9	4.11	7	2	9	4.33
	Asian	9	7	16	7.58	8	7	15	.	13	6	19	8.68	12	5	17	8.17
	Hisp/Latino	1	3	4	1.9	1	3	4	.	1	3	4	1.83	1	3	4	1.92
	White	116	66	182	86.26	113	66	179	.	106	74	180	82.19	96	73	169	81.25
	Other	.	.	.	.	.	.	.	.	5	2	7	3.20	5	4	9	4.33
	All	133	78	211	100	130	78	208	100	132	87	219	100	121	87	208	100
All	200	160	360	100	201	165	366	100	204	183	387	100	194	196	390	100	

Source: M155 Employee Data System Files; Office of Assessment and Institutional Research

*Data reported for 2009 and 2010 based on the 1977 race/ethnicity codes. 2016 and 2017 data based on the new race/ethnicity codes.

** 2016 and 2017 data reflect the Maryland Higher Education Commission's Standard Occupational Class

**Appendix B:
Frostburg State University
Comparison Tables for Faculty, Staff, and Students**

Updated May 25, 2018

**Table 5
Staff by Principal Occupational
Assignment**

Occupational Code	Race/Ethnicity*	Year																			
		2009					2010					2016**					2017**				
		Male N	Female N	All N	%	Male N	Female N	All N	%	Male N	Female N	All N	%	Male N	Female N	All N	%				
Exec/Admin/Mngr	Unknown	.	.	.	.	.	.	.	.	1	1	2	0.83	.	1	1	0.41
	African American/Black	2	1	3	5.17	2	1	3	5.17	4	6	10	4.13	4	7	11	4.52				
	Amer Ind or Alaska Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Asian	.	.	.	.	1	.	1	1.72	3	.	3	1.24	3	.	3	1.23
	Hisp/Latino	.	.	.	.	.	.	.	.	1	.	1	0.41	1	.	1	0.41
	White	35	20	55	94.83	33	21	54	93.1	103	123	226	93.39	102	125	227	93.42				
	Other	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	All	37	21	58	100	36	22	58	100	112	130	242	100	110	133	243	100				
Teaching Assist	White	.	.	.	.	.	.	.	.	2	5	7	100	2	3	5	100
	All	.	.	.	.	.	.	.	.	2	5	7	100	2	3	5	100
Professional	Unknown	.	1	1	0.65	2	2	4	2.42	.	1	1	1.05	2	3	5	4.85				
	African American/Black	4	5	9	5.81	6	4	10	6.06	1	4	5	5.26	.	4	4	3.88				
	Amer Ind or Alaska Nat	1	.	1	0.65	1	.	1	0.6	.	.	.	.	.	.	.	.
	Asian	3	.	3	1.94	3	.	3	1.81	2	5	7	7.37	3	4	7	6.8				
	Hisp/Latino	.	.	.	.	.	1	1	0.6	.	2	2	2.11	.	1	1	0.97
	White	60	81	141	90.97	62	84	146	88.49	34	45	79	83.16	32	53	85	82.52				
	Other	.	.	.	.	.	.	.	.	1	.	1	1.05				
	All	68	87	155	100	74	91	165	100	38	56	95	100	37	66	103	100				
Clerical	Unknown	.	2	2	1.05	.	.	.	.	1	1	2	1.21				
	African American/Black	1	7	8	4.19	.	7	7	4.02	5	3	8	4.85	3	6	9	4.92				
	Amer Ind or Alaska Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Asian	.	3	3	1.57	1	1	2	1.15	1	1	2	1.21	.	3	3	1.64				
	Hisp/Latino	1	.	1	0.52	2	1	3	1.72	.	1	1	0.61	.	2	2	1.09				
	White	25	152	177	92.67	25	137	162	93.1	35	116	151	91.52	44	123	167	91.26				
	Other	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	All	27	164	191	100	28	146	174	100	42	123	165	100	48	135	183	100				
Technical	Hisp/Latino	1	.	1	2.17	1	.	1	2.22	.	.	.	.	.	.	.	.
	White	24	21	45	97.83	26	18	44	97.78	.	6	6	100	.	5	5	100				
	All	25	21	46	100	27	18	45	100	.	6	6	100	.	5	5	100				
Skilled Crafts	Unknown	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	African American/Black	.	.	.	.	.	.	.	.	.	1	1	1.03	.	1	1	1.09
	Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Hisp/Latino	.	.	.	.	.	.	.	.	1	.	1	1.03	1	.	1	1.09
	All	34	1	35	100	36	1	37	100	53	42	95	97.94	51	39	90	97.83				
Serv/Maint	Unknown	.	.	.	.	.	1	1	1.3	.	.	.	.	.	.	.	.
	African American/Black	.	3	3	3.53	.	2	2	2.6	.	.	.	.	.	.	.	.
	Asian	.	1	1	1.18	.	1	1	1.3	.	.	.	.	.	.	.	.
	White	45	36	81	95.29	36	37	73	94.8	43	2	45	100	44	2	46	100				
	All	45	40	85	100	36	41	77	100	43	2	45	100	44	2	46	100				
All	236	334	570	100	237	319	556	100	291	365	657	100	293	384	677	100					

Source: M155 Employee Data System Files; Office of Assessment and Institutional Research
 *Data reported for 2009 and 2010 based on the 1977 race/ethnicity codes. 2016 and 2017 data based on the new race/ethnicity codes.
 ** 2016 and 2017 data reflect the Maryland Higher Education Commission's Standard Occupational Classifications.



2017-2018
 Institutional Programs of Cultural Diversity Annual Progress Report

Institution: Salisbury University

Date Submitted: July 6, 2018

Point(s) of Contact (names and email addresses):

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Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
SU was part of grant-writing team for a National Science program to increase diversity of science faculty. SU's role will be to host two URM teaching post-docs with the expectation that these positions would convert to tenure-track. Also, SU will provide training on undergraduate research mentorship to doctoral students/post-docs at other USM campuses. Funding is expected based on conversations with the NSF program officer. This effort grew out of our on-	Number and quality of contacts with URM doctoral and post-doctoral fellows who may be interested in teaching at a public comprehensive university (via reports of contacts through program evaluations tools that will be developed for the NSF grant).	Number of URM faculty applying for, hired and retained in tenure-track positions (via Human Resources records and institutional data).	Build broad campus support for this new model for faculty recruitment and retention. Maintain consistent engagement with PROMISE AGEP since many of the activities are in UMCP/Baltimore area.

<p>going engagement with USM's PROMISE Alliance for Graduate Education and the Professoriate.</p>			<p>Maintaining communication with the PROMISE AGEF in reference to positions available at SU.</p>
<p>SU was one of only a handful of campuses in the nation invited to resubmit a full proposal to the Howard Hughes Medical Institutes' Inclusive Excellence program. A Delmarva Science Inclusion Initiative (DSII) was proposed to establish a regional collaboration to support engagement and success of science students at SU in partnership with Delaware Tech, WorWic CC, Chesapeake College and local school systems. The goal of DSII was to transform pathways and curricula, redesign advising structures, expand student support, and use of analytics to foster student access to the natural sciences. Project activities would extend and, as appropriate, redesign recent successful efforts to increase science graduates to our regional 'new majority' college-goers including veteran, transfer, rural first-generation, Hispanic, and African American students. Proposed activities can broadly be categorized as: Regional Collaboration and Information Sharing; Faculty Development for Inclusive Excellence; Enhancing Student Wayfinding and Success; and New Curriculum Pathways (an Applied Science Degree).</p>	<p>Measures of success will include increases in URM recruitment/matriculation in STEM majors and reduction of any performance gaps in course and program completion.</p>	<p>Grant application was denied again, we are awaiting the comments from the reviewers.</p>	<p>Move forward on some of the proposed initiatives using internal funding or through other grant opportunities.</p>
<p>SU and UMES formalized a dual-degree program in Chemistry/Pharmacy in which students complete three years of general education and undergraduate chemistry courses at SU and then complete three years of doctoral pharmacy coursework at UMES, graduating with both a BS in Chemistry and a Doctor of Pharmacy degree. The development of this program and reciprocal campus visits has provided the opportunity for strengthening ties between our</p>	<p>Student enrollment. Successful program completion.</p>	<p>MOU signed; reciprocal campus visits including SU students touring UMES facilities.</p>	<p>Matriculate of SU students in dual-degree program (goal is up to 5 per year).</p>

campuses and mutual appreciation of the resources available at each.			
Active participation of SU administrators in the USM Promise AGEP (Alliance for Graduate Education and the Professoriate), a USM effort which increases the participation of underrepresented groups in STEM programs and facilitates pathways to academic careers.	Involvement in USM Promise AGEP activities.	Hired one teaching post-doc from USM Promise AGEP Network to assist in development of their teaching skills and professional development, and to increase diversity of our faculty.	Continue to look for opportunities to bring AGEP faculty to SU. Work to convert current post-doc into a tenure-track position.
Salisbury University's TRiO ACHIEVE Student Support Services (SSS) is an educational opportunity project sponsored by the U.S. Department of Education that helps first-generation students, students with financial need and students with disabilities achieve their academic potential and personal goals. TRiO staff advocate for qualified students, plan and coordinate their services, and provide support programs that help them develop academic, interpersonal and social skills needed for success at the University.	Number of students served. Number of mentors engaged. Completion of Soliya. Connect Program	TRiO ACHIEVE Student Support Services (SSS) served roughly 150 students in AY 2017-2018.	Recruit in addition to transfer students. Improve outreach through social media. Implement TRiO Alumni Relations to support the academic success of current TRiO Students. Increase TRiO student's acceptance numbers in to graduate/professional programs.
SU partners with several college access groups that assist diverse students with the college process; admission and scholarships are available to those students that meet the criteria.	Student enrollment figures by source.	Current relationships with groups like Upward Bound, Latino Student Fund, Dream with Steam, Inspire Baltimore, DC tag, DC Cap, Suited for Success, TRiO upward bound, ACES, Access group, Shore Way to College and TAM.	Development of metrics to track success.
Strengthen the charge and resources of the Cultural Diversity and Inclusion Consortium Committee to coordinate communication among the faculty, staff, and students of Salisbury University on diversity and inclusion issues, by bringing the leaders of its constituent organizations together for dialogue.	Number of meetings. Recommendations made to Executive Staff and University President.	Seven (7) meetings during AY 2017-2018 Recommended the creation of a campus intersectional resource center for traditionally underrepresented groups.	Continue to encourage members of shared governance and student groups to engage in the Committee.

<p>SU Libraries implemented a Diversity and Inclusion Plan to incorporate diversity into human resources processes, adding language about commitment “to a culturally diverse educational and work environment” to job ads and added questions relating to diversity to interviews.</p>	<p>Presence of text in job ads and questions for interviews.</p>	<p>All hiring since summer 2017 has included this language.</p>	<p>Continue to include this language.</p>
<p>Our Powerful Connections is an ongoing program designed to aid the recruitment and retention of diverse students.</p>	<p>Increase in number of students; Retention statistics.</p>	<p>70 students consistently attend the program; retention to the second year at 86%.</p>	<p>Additional publicity about the program.</p>
<p>The Office of Veterans Services produces a “Veterans Fact sheet” for incoming students to address FAQ’s. SU’s campus veteran webpages are updated weekly. Additionally, SU uses the analytical services of a third-party consultant to monitor academic success and connection to campus resources for veterans. The Offices of Admissions and the Office of the Registrar jointly identify veteran-specific events and provide admissions staff with necessary info to be successful at these specific events.</p>	<p>Composition of student body. Increased in the representation of veterans. Also, increases in the interaction with the staff of the Office of Veteran Services.</p>	<p>Increased foot traffic and email communication with veterans.</p>	<p>Communication with veterans and military connected student population Use of third-party consultant to monitor academic success</p>
<p>SU added three additional Graduate Assistant positions in the Multicultural Student Services area to increase outreach on women’s issues, LGBTQIA, and Latina/o/x needs.</p>	<p>Ability to hire qualified individuals, and development of programs for students.</p>	<p>A new intersectional resource center is being developed. A Women’s Employee Resource group is being connected to related student initiatives.</p>	<p>Outreach to Latino/a/x students in recruitment, admissions and retention.</p>
<p>SU posts all available positions on diversejobs.net to promote and recruit traditionally underrepresented staff and faculty.</p>	<p>Disclosed source(s) of recruitment during search and selection process.</p>	<p>Composition of applicant pool and hiring of veterans.</p>	<p>Track applicant information.</p>
<p>The Office of Human Resources added a “Reflective Review Strategy” in alignment with a revised search and selection process that was implemented across campus on 9/2017.</p>	<p>Composition of applicant pool, finalist pool and new hires based on gender and diversity.</p>	<p>Roughly 33% of applicants for available positions were individuals from traditionally underrepresented groups and 30% of new-hires were individuals from traditionally underrepresented groups.</p>	<p>Expand applicant pool to have more qualified, diverse candidates (with emphasis on faculty and professional-level positions). Strategies to achieve this include: (i) Posting all positions on Diverse Jobs.Net (including faculty composite Ad for</p>

			open positions), (ii) CareerBuilder.com, (iii) higheredjobs.com and (iv) the MD workforce exchange.
Targeted marketing efforts to increase the diversity and inclusiveness of the campus. This includes placing an ad in <i>Diverse: Issues in Higher Education</i> spotlighting SU's former President's 18 years of leadership in this area.	The Office of Marketing and Public Relations tracks the reach of placements.	Information provided by candidates during hiring process.	These efforts will continue.
Faculty recruitment, hiring, onboarding within the Fulton School reflects global diversity and ensures the curriculum embraces entirety of human experience.	Faculty headcount/profile and hiring 2017-2018 in South Asian history (existing line/position).	Faculty headcount/profile.	Faculty does not reflect regional demographics as well as student body does. Additionally, the curricular piece not been a criterion for allocation of new PIN faculty positions.
Our Office of Marketing and Public Relations works collaboratively with the Office of Admissions to support the recruitment of underrepresented students, by being strategic and thoughtful about our advertising placements and how we represent the campus. This includes placing ads in various local high school and community college student newspapers, and in college fair guides in the Washington and Baltimore metro regions, full page ads in the Hispanic Association of Colleges and Universities annual conference program and the Innovation & Tech magazine at the USA Science Festival, as well as ads in nursing-industry publications.	The Office of Marketing and Public Relations tracks the reach of placements.	N/A	Continue with these efforts.
The Office of Admissions hosts many diverse student groups for an information session and a tour of campus.	For the reporting period, SU brought 41 diverse groups to campus, totaling approximately 1520 students.	SU saw an increase of 15 more groups and 541 additional students. Many of these schools/programs are repeat customers and evaluate their visits positively.	Include other offices like the Office of Multicultural Student Services and TRiO to meet with the prospective students.

<p>The Office of Admissions offers a multicultural Alliance Day and Reception and collaborates with the Office of Multicultural Student Services and the Office of Admissions. The purpose of the program is to welcome perspective students of multicultural backgrounds and their families to Salisbury University and to introduce them to the programs and services offered by the Office of Multicultural Student Services.</p>	<p>SU had 88 students RSVP for the event an increase of 38 students.</p>	<p>N/A</p>	<p>Develop strategies to track attendance. Improve the communication strategy to encourage attendance.</p>
<p>The Office of Admissions focuses on admissions visits/fairs within territories with a high percentage of historically underrepresented students.</p>	<p>For the reporting period, SU conducted 22 events or visits, an increase over last year.</p>	<p>Applications of traditionally underrepresented students increased by almost 200 students.</p>	<p>Improve tracking of individual recruiting events.</p>
<p>The Office of Admissions offers on-the-spot admissions at high schools, particularly those with high populations of historically underrepresented identities; SU admissions staff makes admissions decisions on the spot upon review of application, test scores, and transcript.</p>	<p>For the reporting period, SU met with 21 schools, an increase of 17 schools. From these events, 386 students were interviewed and 149 have decided to attend.</p>	<p>Students interviewed increased by 271 students interviewed and 84 more will be attending. Students from these groups are tracked by tagging them in our CRM and following them through the admissions funnel.</p>	<p>Continue to expand the program to new schools.</p>
<p>University Dining Services (UDS) is working to better support our Muslim students, faculty, & staff by working with our suppliers to purchase only Halal whole cut chicken and boneless chicken breasts. UDS is able to purchase Halal ingredients and meals with a separate key-access refrigerator for those who seek them. In collaboration with the Office of Admissions, a script has been prepared for tour guides to promote the dining services program and provide information about the diverse offerings and SU's ability to accommodate all dietary needs and preferences. Each semester a review of the program is conducted to better serve different cultures and self-identified dietary commitments.</p>	<p>Increased meal participation numbers.</p>	<p>Two (2) Muslim students who asked for exemption from dining plans have stayed on plans satisfied with the accommodations provided.</p>	<p>Explore, acquire, and communicate foods/items that appeal to the underrepresented populations.</p>
<p>Increased participation in College Fairs hosted by HBCU institutions (UMES and Delaware State University).</p>	<p>Number of road cards completed.</p>	<p>Number of interested students in SU has remained steady but no increases.</p>	<p>Expand travel area as staff is available.</p>

Host Grad School Education Workshops with the SU TRIO student group.	Number of students in attendance.	Number of participants have increased each year.	Increase number of workshops per year. Expand to other groups.
Participated in a live, virtual grad fair to entice international students.	Number of live interactions and follow-up.	Admissions data is yet to be determined.	Continuous improvement of the program.
The Office of Sponsored Programs continually seeks and is often awarded grants that target underrepresented students and faculty. Examples include federal awards from HRSA and Department of Education, and state funded awards to increase diversity in clinical faculty.	Number of engaged clinical faculty and/or number of students enrolled and retained in Dept. of Ed programs (TRIO)	Number of engaged clinical faculty and/or number of students enrolled and retained in Dept. of Ed programs (TRIO).	N/A
SU continues to promote the Test Optional Policy; students with a weighted 3.5/4.0 GPA are eligible to apply for admission without submitting an ACT or SAT score.	This continues to be a very successful program for us with 430 students enrolling in fall 2018 and 120, or 28 %, of them are diverse.		
SU has a partnership with PGCC (one of the most diverse community colleges in the state) to work collaboratively to support and provide services to students to become successful and encourage their transfer to SU after completing an AA degree at PGCC. SU provides exposure by having a direct point of contact, campus tours, events and also providing workshops and attending events at PGCC.	Newer program and SU will work with PGCC to make sure we tag students applying to SU.	N/A	Develop of metrics to track success.
"I Am Psyched!" exhibit from American Psychological Association accompanied by programming aimed at high school students with an eye to minority recruitment.	Increased minority enrollments in Psychology courses/major/minor.	N/A	
Philosophy in Schools program including philosophy classes in local public schools and a Philosophy summer camp with strong minority enrollment (80%)	Tracking camp participants from underrepresented groups.		
Global Scholar Program	Required annual reporting to US Department of State for J-1 Exchange Visa assessing	Four distinct Global Scholars in residence during academic year 2017-18 teaching classes, taking	N/A

	contributions of each global scholar.	classes, conducting research, and engaging in creative activity.	
International Student and Scholar Services Office re-branded	Quantity and quality of ongoing orientation and support programs to retain international students.	New formal programs developed and promoted with official materials for: airport arrivals; pre-arrival orientation; ongoing orientation and cultural programming.	N/A
English Language Institute	Enrollment numbers; course-by-course evaluation; traditional grading assessments and course-specific learning outcomes; ITP TOEFL test registered center.	Enrollment in ELI is still at all-time low but the slide has stopped; Summer English continues to be strong; new partnerships have been developed for AY 2018-19.	ELI enrollments are still the primary concern; increase linguistic diversity in the ELI, and continuing to evolve the curriculum are priorities.

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.			
<p>Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:</p> <ul style="list-style-type: none"> • faculty and staff cultural training programs; • curricular initiatives that promote cultural diversity in the classroom; and • co-curricular programming for students. 	<p>Metrics to measure how progress of each initiative/strategy is being evaluated</p>	<p>Data to demonstrate where progress has been achieved / indicators of success</p>	<p>Areas where continuous improvement is needed</p>
<p>SU removed gender as a data point visible to faculty/advisors on their respective pages to protect privacy/confidentiality of students with a gender identity different from their birth gender. SU is currently working in the development of a Preferred Name policy.</p>	<p>Tracking of complaints related to gender and preferred name issues.</p>	<p>Currently advising center, class rosters and grade rosters do not display gender. Protocol is in place for students to request a "preferred name" in GullNet which shows on all records except the official transcript or any official documents.</p>	<p>Create appropriate fields in GullNet where students might select their gender identity.</p>

<p>SU developed a faculty "one page" informational sheet for veteran and military connected students (includes Green Zone Training), while offering a Lunch and Learn for faculty and staff to identify unique challenges veterans and military connected students may face. We also partnered with SOWK to offer CEU's for Green Zone program to increase participation among faculty/staff and community members and hosted Veterans Day "weekend of events."</p>	<p>Monitor Green Zone registration to increase participation. Program evaluations.</p>	<p>Increased in registration (20 faculty/staff/community members in 48 hours).</p>	<p>Communicate with existing faculty/staff regarding Green Zone training.</p>
<p>Hosted four discussions of race, diversity, and inclusion, using civic reflection strategies open to the Seidel School and broader campus communities.</p>	<p>Qualitative post-assessments completed by participants.</p>	<p>Consistent positive feedback (>95%) about topics and strategies.</p>	<p>More opportunities for these discussions, made available at different times and to a wider range of campus members.</p>
<p>Planned an "anti-racism" training for AY18-19, to be open to a range of students, faculty, and staff/administration</p>	<p>N/A</p>	<p>Training is planned for early fall 2018.</p>	<p>Finalize training and conducting pre- and/or post-assessment.</p>
<p>Prepared for a series of short films exploring Seidel stakeholders' experiences with race, diversity, and inclusion</p>	<p>N/A</p>	<p>Project still in design stage.</p>	<p>Time and space needed for hosting video capture.</p>
<p>Committee members participated in a co-taught section of "Diversity in the Community."</p>	<p>Student evaluations.</p>	<p>>90% of 68 enrolled students reported positive experiences with the multiple-lecturer format.</p>	<p>Campus policies that support co-teaching as a credited model for faculty load.</p>
<p>The Office of Public Relations team tells the diverse stories of SU's campus community and seeks to gain publicity for the University by sending press releases, PSAs and media alerts to promote campus events, activities and achievements. Other efforts include interviews, photo ops, pitches, student hometowns, and more. Stories generated by PR are posted on the University's website, and often shared further: electronically through the University's Facebook and Twitter accounts, the eSU News and SU Arts Minute emails; in print through <i>SU News</i>, <i>SU Spotlight</i>, <i>SU</i></p>	<p>Tracking of media placements (including those that are diversity-related) appearing in local, regional and national media, when possible.</p>	<p>More than 85 diversity-related topics were spotlighted in the past year.</p>	<p>Continuous improvement.</p>

<p><i>Magazine</i> and other campus publications; and broadcast through <i>SU on the Air</i> on PAC 14, and on local television stations.</p>			
<p>Marketing placed ads showcasing African American History Month activities in <i>Maryland African American Pride</i> and the <i>Salisbury Star</i>. It also was an interview topic on <i>SU on the Air</i>. Women's History Month activities also were featured in several press releases.</p>	<p>Tracking of media placements (including those that are diversity-related) appearing in local, regional and national media, when possible.</p>	<p>N/A</p>	<p>Continuous improvement.</p>
<p>Campus-wide Safe Spaces Workshops to raise awareness of LGBTQIA issues.</p>	<p>Multiple workshops annually on campus, frequent workshops regionally and across state.</p>	<p>Eight (8) on-campus workshops were scheduled during the reporting period.</p>	<p>Targeted Safe Spaces training to specific offices/department on campus.</p>
<p>Fulton Public Humanities programming focused on experiences of historically marginalized groups: African Americans, Latino/Latina, Native American, LGBTQIA, women (see appendix 1, below)</p>	<p>Number of events, audience size.</p>	<p>N/A</p>	<p>Continuous improvement.</p>
<p>PACE programming focused on issues of social injustice/inequality: e.g., Charlottesville forum (see Panorama for particulars)</p>	<p>Attendance, generally 100-200</p>	<p>N/A</p>	<p>Continually provide programming to appeal to the diversity of the campus community.</p>
<p>The University's Dining Services partnership with the Cultural Event series provides exposure and opportunity to engage. SU menus include more culturally specific offerings daily and featured in the Festival of Foods calendar of events.</p>	<p>Increase in meal attendance at events.</p>	<p>Not quantified by event. Overall counts at Festival events have increased >500 attendees.</p>	<p>Continually provide programming to appeal to the diversity of the campus community.</p>
<p>Joint effort with the Nursing Department that led to the development of a global health seminar which includes a study abroad trip to South Africa focused on increased understanding of social, political, and cultural issues impacting global health</p>	<p>Seminar assignments including journals and blogs.</p>	<p>Grades from the 14 SOWK, Community Health, and Nursing students that attended</p>	
<p>SU Libraries provided cultural training programs for library staff.</p>	<p>Number of training programs.</p>	<p>3 programs for all library staff: 1) Safe Spaces training, 2) cultural inclusion film screening ("I Learn America") and discussion, and 3) Disability Resources Center staff-led a session on serving users</p>	<p>Continue to offer several programs each year.</p>

		with disabilities; also sent our Diversity Coordinator to the Symposium for Strategic Leadership in Diversity, Equity, and Inclusion sponsored by two national academic library organizations.	
SU Libraries added collections related to diverse populations to support curricular initiatives	New materials added.	1) Added two new databases: <i>LGBT Life with full-text</i> and <i>Slavery in America and the world: History, Culture, and Law</i> . 2) Added special collections material for Asia (49 history-related Chinese comic books; Japanese World War II postcards) and Latin America, including 7 facsimiles of native codices from the 1500s, the correspondence of a female missionary working with natives in Peru and Ecuador in 1925-1933, and a 1940s travel diary through Mexico. 3) Asked each liaison to try to spend 10% of departmental book budgets on diversity-related books (e.g., <i>Anti-discriminatory Practice in Mental Health Care for Older People</i>).	Continue to acquire, as budget permits.
SU Libraries co-curricular programming	Number of events/exhibits	1) Panels, book displays, and social media promotion for observance months (Pride, Hispanic Heritage, LGBT History, Native American Heritage, Black History, Women's History, Deaf History, Asian-Pacific Heritage) and various holidays. 2) Created and hosted a major exhibit,	Continue to offer, as staffing and budget allow.

		<p>"You're on Indian Land. . .," in the Lobby Exhibit space during the entire spring semester 2018 and also held a reception for the exhibit. 3) Hosted a traveling exhibit from Family Diversity Projects, "In Our Family: Portraits of All Kinds of Families," in the Curriculum Resource Center from November 1, 2017, through May 31, 2018. 4) The Nabb Center hosted a lecture on Cajuns on April 19, 2018.</p>	
Multicultural Alliance of Organizations	Think tank of organizations representing a diversity of student organizations on campus meet twice monthly.	One of the most diverse boards on campus representing the full spectrum of diversity.	Continuous support.
NPHC/Historically Black fraternities and sororities Multiple recognized organizations exist to support and connect students of color, LGBTQ, and various cultures.	9 organizations hosted 46 events.	Continued recognition of chapters and student organizations; increased number of events planned by the organizations. 63 events hosted by 17 organizations.	Increase membership in the NPHC chapters; continue to increase the number of orgs; Diversity and inclusion training will be added to the overall Leadership training.
The Office of Institutional Equity (OIE) provides year-round training to support faculty and staff development opportunities to explore issues of pedagogy, classroom dynamics, and student/faculty relations in an increasingly diverse institutional setting. Training programs and initiatives include: Safe Space workshop, Webinar Series, Lunch and Learn, Breakfast Topics, as well as customized, department-specific training programs.	Number of trainings offered and attendance.	30+ OIE trainings offered during AY 2017-2018.	Continue to explore ways to incentivize voluntary program attendance from faculty and staff.
The OIE provides funding annually for faculty, staff and students of Salisbury University to support initiatives related to the University's strategic planning	Number of approved grant proposals.	8 mini-grants approved for a total of nearly \$7,500.	Continue to encourage campus community members to submit grant

goals. Initiatives must support the goals of recruiting and retaining a diverse group of students, faculty and staff and developing mechanisms to support inclusiveness, engagement and success among SU campus community members.	Total funds disbursed to support D&I initiatives.		proposals, particularly students and staff.
Large contingent of SU faculty, students and staff attended USM Symposium on Diversifying the faculty on April 16, 2018.	Identification of challenges in recruiting, hiring, and retaining URM faculty.	Number of URM faculty applying for, hired and retained in tenure-track positions (via Human Resources records and institutional data).	Work is planned for FY19 on reviewing recruitment process, semi-finalist review, and faculty onboarding (which was identified as a significant need on our campus).
Host Grad School Education Workshops with the SU TRiO student group.	Number of students in attendance.	Number of participants has increased each year.	Increase number of workshops per year. Expand to other groups.
Global Seminar Program (2-4 week faculty-led study abroad programs offered around the world).	Participation numbers; number of programs offered; course-level assessment for each Global Seminar.	9 separate Global Seminars offered during AY 2017-18 in 8 different countries serving 142 students and involving the leadership of 13 separate faculty members.	New training program scheduled for fall 2018 for faculty leaders; new learning goals for all Global Seminars approved by Faculty Senate committee during spring 2018.
Salisbury Abroad portfolio of semester study abroad programs.	Participation numbers; number of programs offered.	88 students participated on semester study abroad programs on every continent except Antarctica.	New materials under development for fall 2018 to help better promote Global Experiences.
International Buddy program – structured peer mentoring program between international students and American students	Participation numbers for international students and American students; regularly scheduled events for all participants.	Record number of participants on both sides.	Residence option under development for AY 2019-20 to house upper-classmen students in common housing within this program.

Table 3: Reporting of Institutional Goal 3

<p>Goal 3: Implement efforts and process for the reporting of hate-based crimes consistent with federal requirements. <i>Ongoing.</i></p>			
<p>Detail all Implementation Initiatives, Strategies, and campus processes for the reporting of hate-based crimes.</p>	<p>Metrics to measure how progress of each initiative is being evaluated</p>	<p>Data to demonstrate where progress has been achieved / Indicators of Success</p>	<p>Areas where continuous improvement is needed</p>
<p>A security report is published and distributed annually by University Police in compliance with The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and Drug Free Campus/Drug Free Workplace legislation. It contains crime and arrest statistics as well as information about campus policies and practices intended to promote crime awareness, campus safety and security. By October 1 of every year, all current students and employees are sent an email message providing them with the link to this report and notification that the current edition of the Annual Security Report has been posted on the Salisbury University website. Current or prospective students and employees may obtain a copy of this report by visiting University Police located in the East Campus Complex, calling 410-543-6007 or by accessing the SUPD website.</p>	<p>Crime and report statistics collected, compiled and distributed by October 1 of every year.</p>	<p>2016 – 0 2015 – 0 2014 – 0 2013 – 0</p>	<p>Continue to raise awareness regarding the process and available resources.</p>

Section II: Institutional Plan:

I. Implementation strategy and a timeline for meeting goals within the plan

Salisbury University will:

- Ensure that students, staff, and faculty feel a sense of belongingness to the university by actualizing best practices around diversity and inclusion.
- Provide undergraduate and graduate students with the perspectives, skills, tools, and critical consciousness necessary to be successful in our modern day society.
- Ensure that campus leaders exemplify best practices in diversity and inclusion.
- Provide more opportunities for mentorship and growth for historically marginalized faculty and staff.
- Develop the cultural competency of faculty so they're better equipped to provide the best possible and most inclusive learning environment for our students.
- Create innovative programs that endeavor to make the campus climate more inclusive and supportive of historically underrepresented identities.
- Foster cutting edge research and scholarship on socially constructed identities like race, sexual orientation, ethnicity, gender identity, etc.
- Create opportunities and programs that facilitate meaningful interactions across all campus stakeholders and the broader community and work to concretize partnerships and connections.
- Continuously work on efforts to recruit and retain faculty, staff, and students representing historically marginalized identities.
- Develop cultural consciousness and improve racial literacy through onboarding trainings, student orientations, and campus and targeted workshops offered throughout the year.

II. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations

Salisbury University promotes and supports cultural diversity among its various stakeholders through a multi-pronged approach. We first endeavor to enhance recruitment efforts for historically marginalized students, staff, and faculty members and then provide adequate onboarding training/student orientation vis-à-vis diversity issues for all campus community members. On campus, many offices, academic units, faculty, staff, students, and student organizations work within and across networks and campus communities to build cultural competency, raise cultural consciousness, improve equity, access, and opportunity, and increase feelings of belongingness on campus. These important objectives are accomplished through programs and enhanced our curricula and course content that strive to more accurately reflect the entirety of the human experience, create networks, clubs, and affinity and resource groups that serve historically underrepresented identities, facilitate workshops and discussions around D&I topics and issues, and support the Diversity & Inclusion Consortium Committee through shared governance which steers the University forward regarding D&I issues. Finally, we are actively working to complete construction of a new Intersectional Resource Center to help foster identity development and provide resources for several historically marginalized identities.

III. A description of how the institution plans to enhance cultural diversity (if improvement is needed)

We will continue to enhance and elaborate on previous efforts. We will also seek to enact many new initiatives aimed at building cultural competency, enhancing equity, and increasing feeling of belongingness on campus. In particular, we will be developing a year-long diversity curriculum out of the Office of Institutional Equity (OIE) which will guide presentation and discussion around topics such as race, sexual orientation, gender identity, triggers, etc. The OIE will also be making more concerted efforts to collaborate with other offices on campus as well as faculty members so we can best incorporate the skills and expertise of many stakeholders while addressing Diversity and Inclusion (D&I) issues in the most institutionally holistic way possible. We are also in the process of developing and opening an Intersectional Resource Center which will feature several identity-based centers serving historically underrepresented and marginalized identities. Throughout the year, we hope to further develop resources and programs as well as opportunities made available by our new center, while working to fully integrate our new Graduate Assistantships for Women, Latinx, and LGBTQ+ folks as well as other current staff and faculty into its everyday operations.

In addition, pursuant to the strategic goal established by the USM, Salisbury University will develop a strategic approach to recruiting and retaining a more diverse faculty. A search and selection process that successfully recruits highly qualified teacher-scholars from under-represented populations is not the result of wishful thinking. Rather, it is the result of recognizing

and adopting best practices as part of the standard operating procedures for recruitment at SU. Equally important, onboarding and retaining faculty members from under-represented groups is also vital to SU's institutional success.

SU's mission statement identifies six core values: "excellence, student centeredness, learning, community, civic engagement, and diversity." In the most recent rendition of SU's Strategic Plan (2014-2018), growing diversity among students, faculty, and staff is defined as a crucial aspect to SU's mission, and it is a value the institution fully embraces. In fact, increasing the diversity of students, faculty, and staff is paramount to "Foster Community," which is one of SU's four strategic goals. To that end, the OIE leads campus efforts to manage D&I, as well as all aspects of the Fair Practices and anti-discrimination law compliance. SU's D&I strategy is based on the value of diversity in all persons and in all perspectives. This includes, but is not limited to, a clear institutional commitment to create an environment free of discrimination, supportive of all and in which all members of the SU community will have opportunities to thrive personally, academically, and professionally. This strategy implicitly includes the recruitment and retention of exceptional and diverse faculty, staff, and undergraduate and graduate students from across Maryland, the United States, and around the world.

In its D&I journey, SU has achieved many accomplishments; however, there are also many challenges, both present and ahead. Since its founding, SU has traditionally attracted primarily white students, faculty, and staff. Recognizing a need to increase the recruitment and retention of traditionally underrepresented groups, throughout the years, multiple cultural diversity and inclusion initiatives have been launched with various degrees of success.

The two basic premises to guide the enhancement to our efforts recruiting and retaining traditionally underrepresented Faculty are:

- A. Develop pathways to recruit and retain a more diverse Faculty at SU.
- B. Identify and address institutional climate issues that will influence whether minority faculty stay at SU.

The expected outcomes by area are as follows:

Recruitment: The recruitment of a diverse faculty pool for an open position requires SU to publish and distribute vacancies as widely as possible. The expansion of recruiting efforts allows for the position to reach all possible potential candidates. Connections to minority professional associations are also critical to recruitment. Hiring managers and faculty chairs should be in regular contact with graduate programs in their field and networks of underrepresented groups to encourage promising students to apply for fulltime or adjunct positions after graduation.

Hiring Committees: SU needs to conduct a comprehensive examination of its hiring practices and specifically its hiring committees. The institution needs to carefully determine what individuals are placed on committees and what strengths and perspectives those individuals bring. An important part of this process is to understand that there is value in looking for input outside of the discipline

or from newer faculty. In essence, in order to cast a wider net, SU must diversify its vision of hiring. This vision is important not only in regard to ethnicity but also in a broader context including seniority, discipline, age, and background.

Mentoring: There is a need to mentor prospective full-time applicants in SU's adjunct pools. An adjunct position could be the gateway to a fulltime job. Because of this natural pipeline, administrators involved in the Faculty hiring process have a responsibility to encourage and guide adjuncts into contributing roles on campus and in the discipline.

Onboarding and Retention: SU needs to identify factors motivating faculty from under-represented groups, so that they stay with the institution for the maximum time and effectively contribute. Tangible efforts must be taken to ensure onboarding, growth, advancement, and learning.

IV. A process for reporting campus-based hate crimes

In addition to the long-established process for reporting hate-based crimes, we are currently in the process of implementing a new Bias Incident Reporting System which will collect reports and data through an easily locatable and navigable form on our website. All submissions will be reviewed by our Bias Incident Response Team (made up of various SU stakeholders across departments, offices, and disciplines) which will decide on a strategic, holistic way to address each incident. We will also use this data to strategize on ways to be more proactive on campus to mitigate identity-based bias.

- #### V. A summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally-diverse student body.
- More financial support (e.g., scholarships, need-based aid) for recruitment and retention programs to support traditionally underrepresented groups.
 - Additional full-time, permanent positions to support targeted diversity and inclusion effort.

Section III: Demographic Data

TABLE I.1: Comparison Table for Tenure/Tenure Track Faculty

	Baseline: 2007-2008				2014-2015				2015-2016				2016-2017				2017-2018						
	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	17	5.7%	11	6	21	6.4%	14	7	21	6.4%	6.5%	14	7	22	6.8%	6.8%	14	8	23	6.6%	6.7%	14	9
American Indian or Alaska Native	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0.0%	0	0	0	0.0%	0.0%	0	0	0	0.0%	0.0%	0	0
Asian	12	4.1%	9	3	25	7.7%	14	11	26	7.9%	8.0%	14	12	25	7.7%	7.8%	14	11	29	8.4%	8.4%	16	13
Hispanic/Latino	3	1.0%	2	1	5	1.5%	2	3	4	1.2%	1.2%	3	1	4	1.2%	1.2%	3	1	4	1.2%	1.2%	3	1
White	252	85.1%	150	102	267	81.9%	150	117	269	82.0%	83.0%	154	115	266	81.8%	82.6%	149	117	279	80.4%	80.9%	153	126
Native Hawaiian or other Pacific Islander	0	NA	NA	NA	0	0.0%	0	0	0	0.0%	0.0%	0	0	0	0.0%	0.0%	0	0	0	0.0%	0.0%	0	0
Two or more races	0	NA	NA	NA	0	0.0%	0	0	0	0.0%	0.0%	0	0	1	0.3%	0.3%	0	1	2	0.6%	0.6%	0	2
Nonresident Alien	12	4.1%	4	8	4	1.2%	2	2	4	1.2%	1.2%	2	2	4	1.2%	1.2%	2	2	8	2.3%	2.3%	4	4
Did not self identify	0	0.0%	0	0	4	1.2%	3	1	4	1.2%		3	1	3	0.9%		2	1	2	0.6%		2	0
Total	296	100.0%	176	120	326	100.0%	185	141	328	100.0%	100.0%	190	138	325	100.0%	100.0%	184	141	347	100.0%	100.0%	192	155

"Source: EDS file.

Note 1. Faculty numbers prior to 2012-13 include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is Instruction, Research, or Public Service."

Note 2. Faculty numbers for 2012-13 and later include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is Instruction (15); Instruction combined with research and/or public service (16); Research (17); Public Service (18); Librarians (22); Non-postsecondary teachers (24)

Note 3. Faculty numbers for 2014-15 and later include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is Instruction (15); Instruction combined with research and/or public service (16); Research (17); Public Service (18)

Headcount Change % Change

Change in Tenure/ Tenure Track Faculty between 0708 and 1718

51 17.2%

Minority Faculty (including NRA)

22 50.0%

TABLE I.2: Comparison Table for Non-tenure Track/Other Faculty

	Baseline: 2006-2007				2014-2015				2015-2016				2016-2017				2017-2018						
	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	11	4.7%	6	5	10	3.0%	5	5	12	3.7%	3.7%	4	8	10	3.2%	3.3%	4	6	11	3.4%	3.5%	3	8
American Indian or Alaska Native	0	0.0%	0	0	1	0.3%	0	1	1	0.3%	0.3%	0	1	1	0.3%	0.3%	0	1	2	0.6%	0.6%	0	2
Asian	6	2.6%	1	5	11	3.3%	0	11	11	3.4%	3.4%	1	10	10	3.2%	3.3%	0	10	7	2.2%	2.2%	0	7
Hispanic/Latino	2	0.9%	0	2	6	1.8%	1	5	8	2.4%	2.5%	1	7	7	2.2%	2.3%	1	6	4	1.3%	1.3%	1	3
White	202	86.0%	72	130	300	88.8%	98	202	290	88.4%	89.8%	93	197	277	88.5%	90.2%	91	186	289	90.6%	91.7%	87	202
Native Hawaiian or other Pacific Islander	0	NA	NA	NA	0	0.0%	0	0	0	0.0%	0.0%	0	0	0	0.0%	0.0%	0	0	0	0.0%	0.0%	0	0
Two or more races	0	NA	NA	NA	3	0.9%	2	1	1	0.3%	0.3%	1	0	2	0.6%	0.7%	1	1	2	0.6%	0.6%	1	1
Nonresident Alien	0	0.0%	0	0	3	0.9%	1	2	0	0.0%	0.0%	0	0	0	0.0%	0.0%	0	0	0	0.0%	0.0%	0	0
Did not self identify	14	6.0%	3	11	4	1.2%	2	2	5	1.5%		2	3	6	1.9%		1	5	4	1.3%		1	3
Total	235	100.0%	82	153	338	100.0%	109	229	328	100.0%	100.0%	102	226	313	100.0%	100.0%	98	215	319	100.0%	100.0%	93	226

"Source: EDS file.

Note 1. Faculty numbers prior to 2012-13 include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is Instruction, Research, or Public Service."

Note 2. Based on revisions to the EDS submission layout, faculty numbers for 2012-13 include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is Instruction (15); Instruction combined with research and/or public service (16); Research (17); Public Service (18); Librarians (22); Non-postsecondary teachers (24)

Note 3. Based on revisions to the EDS submission layout, faculty numbers for 2014-15 and later include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is Instruction (15); Instruction combined with research and/or public service (16); Research (17); Public Service (18)

	Headcount Change	% Change
Change in Non-tenure//Other Faculty between 0708 and 1718	84	35.7%
Minority Non-tenure//Other Faculty (including NRA)	7	36.8%

TABLE 2: Comparison Table for Staff

	Baseline: 2007-2008				2014-2015				2015-2016				2016-2017				2017-2018						
	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	323	33.3%	96	227	378	35.2%	122	256	339	33.2%	33.5%	108	231	326	31.8%	32.1%	114	212	333	31.0%	31.3%	117	216
American Indian or Alaska Native	1	0.1%	0	1	2	0.2%	0	2	2	0.2%	0.2%	0	2	1	0.1%	0.1%	0	1	2	0.2%	0.2%	0	2
Asian	10	1.0%	4	6	11	1.0%	6	5	8	0.8%	0.8%	4	4	8	0.8%	0.8%	5	3	9	0.8%	0.8%	5	4
Hispanic/Latino	6	0.6%	1	5	29	2.7%	11	18	28	2.7%	2.8%	8	20	26	2.5%	2.6%	7	19	29	2.7%	2.7%	7	22
White	617	63.7%	251	366	630	58.7%	249	381	623	61.0%	61.6%	248	375	638	62.2%	62.9%	253	385	671	62.4%	63.1%	270	401
Native Hawaiian or other Pacific Islander	0	NA	NA	NA	1	0.1%	0	1	1	0.1%	0.1%	0	1	1	0.1%	0.1%	0	1	1	0.1%	0.1%	0	1
Two or more races	0	NA	NA	NA	11	1.0%	5	6	9	0.9%	0.9%	5	4	11	1.1%	1.1%	5	6	14	1.3%	1.3%	4	10
Nonresident Alien	7	0.7%	1	6	0	0.0%	0	0	1	0.1%	0.1%	1	0	4	0.4%	0.4%	2	2	5	0.5%	0.5%	2	3
Did not self identify	5	0.5%	0	5	11	1.0%	3	8	11	1.1%		3	8	10	1.0%		5	5	11	1.0%		5	6
Total	969	100.0%	353	616	1073	100.0%	396	677	1022	100.0%	100.0%	377	645	1025	100.0%	100.0%	391	634	1075	100.0%	100.0%	410	665

"Source: EDS file.

Note 1. Staff numbers prior to 2012-13 include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is one of the following categories: Unknown, Executive/Admin, Professional, Clerical, Technical, Skilled Crafts, or Service/Maintenance."

Note 2. Staff numbers for 2012-13 include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is one of the following categories: Management (11); Business & Financial Operations (12); Computer, Engineering, & Sciences (13); Community Service, Legal, Arts, & Media (14); Archivists, Curators, & Museum Technicians (21); Library Technicians (23); Healthcare Practitioners & Technical (25); Service (26); Sales & Related Occupations (27); Office & Administrative Support (28); Natural Resources, Construction, & Maintenance (29); Production, Transportation, & Material Moving (30); Military Staff (31)

Note 3. Staff numbers for 2015-16 include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is one of the following categories: Management (11); Business & Financial Operations (12); Computer, Engineering, & Sciences (13); Community Service, Social Service, Legal, Arts, Design, Entertainment, Sports & Media (14); Archivists, Curators, & Museum Technicians (21); Librarians (22); Library Technicians (23); Student & Academic Affairs & Other Education Services (24); Healthcare Practitioners & Technical (25); Service (26); Sales & Related Occupations (27); Office & Administrative Support (28); Natural Resources, Construction, & Maintenance (29); Production, Transportation, & Material Moving (30); Military Staff (31)

	Headcount Change	% Change
Change in Staff between 0708 and 1718	106	10.9%
Minority Staff (including NRA)	46	13.3%

TABLE 3.1: Comparison Table for Undergraduate Students

	Baseline: 2007-2008				2014-2015				2015-2016					2016-2017					2017-2018				
	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	782	11.5%	386	396	998	12.5%	416	582	1053	13.4%	13.9%	442	611	1087	13.8%	14.3%	450	637	1096	14.1%	14.5%	453	643
American Indian or Alaska Native	40	0.6%	22	18	32	0.4%	9	23	42	0.5%	0.6%	13	29	51	0.6%	0.7%	21	30	56	0.7%	0.7%	24	32
Asian	191	2.8%	101	90	206	2.6%	90	116	234	3.0%	3.1%	96	138	255	3.2%	3.4%	106	149	281	3.6%	3.7%	127	154
Hispanic/Latino	169	2.5%	83	86	323	4.0%	142	181	323	4.1%	4.3%	144	179	307	3.9%	4.0%	135	172	313	4.0%	4.2%	141	172
White	5565	81.9%	2445	3120	5738	71.8%	2449	3289	5506	70.1%	72.6%	2367	3139	5488	69.8%	72.1%	2373	3115	5449	70.0%	72.2%	2405	3044
Native Hawaiian or other Pacific Islander	0	NA	NA	NA	10	0.1%	6	4	11	0.1%	0.1%	7	4	16	0.2%	0.2%	9	7	15	0.2%	0.2%	7	8
Two or more races	0	NA	NA	NA	292	3.7%	130	162	282	3.6%	3.7%	119	163	261	3.3%	3.4%	111	150	218	2.8%	2.9%	91	127
Nonresident Alien	41	0.6%	11	30	139	1.7%	64	75	138	1.8%	1.8%	55	83	142	1.8%	1.9%	63	79	114	1.5%	1.5%	53	61
Did not self identify	153	2.3%	62	91	259	3.2%	129	130	260	3.3%		131	129	254	3.2%		136	118	240	3.1%		129	111
Total	6941	102.2%	3110	3831	7997	100.0%	3435	4562	7849	100.0%	100.0%	3374	4475	7861	100.0%	100.0%	3404	4457	7782	100.0%	100.0%	3430	4352

Headcount Increase

% Increase

Change in Undergraduate Students between 0708 and 1718

841 12.1%

Undergraduate Minority Students (including NRA)

870 71.1%

TABLE 3.2: Comparison Table for Graduate Students

	Baseline: 2007-2008				2014-2015				2015-2016				2016-2017				2017-2018						
	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	53	9.0%	15	38	93	12.0%	18	75	76	9.2%	9.9%	15	61	83	9.4%	9.9%	20	63	104	11.2%	11.7%	20	84
American Indian or Alaska Native	2	0.3%	0	2	2	0.3%	1	1	3	0.4%	0.4%	0	3	0	0.0%	0.0%	0	0	0	0.0%	0.0%	0	0
Asian	5	0.8%	2	3	10	1.3%	0	10	6	0.7%	0.8%	1	5	9	1.0%	1.1%	5	4	10	1.1%	1.1%	5	5
Hispanic/Latino	10	1.7%	4	6	22	2.8%	7	15	24	2.9%	3.1%	7	17	22	2.5%	2.6%	5	17	11	1.2%	1.2%	2	9
White	542	91.6%	145	397	575	74.4%	151	424	619	75.3%	80.5%	163	456	684	77.1%	81.8%	167	517	726	77.9%	81.8%	145	581
Native Hawaiian or other Pacific Islander	0	NA	NA	NA	0	0.0%	0	0	0	0.0%	0.0%	0	0	2	0.2%	0.2%	1	1	4	0.4%	0.5%	2	2
Two or more races	0	NA	NA	NA	14	1.8%	2	12	19	2.3%	2.5%	2	17	23	2.6%	2.8%	6	17	24	2.6%	2.7%	12	12
Nonresident Alien	11	1.9%	3	8	15	1.9%	4	11	22	2.7%	2.9%	6	16	13	1.5%	1.6%	4	9	8	0.9%	0.9%	1	7
Did not self identify	17	2.9%	2	15	42	5.4%	14	28	53	6.4%		10	43	51	5.7%		7	44	45	4.8%		7	38
Total	640	108.1%	171	469	773	100.0%	197	576	822	100.0%	100.0%	204	618	887	100.0%	100.0%	215	672	932	100.0%	100.0%	194	738

Headcount Increase

% Increase

Change in Graduate Students between 0708 and 1718

292

45.6%

Graduate Minority Students (including NRA)

80

98.8%



2017-2018

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT TEMPLATE

Institution: _____ Towson University _____

Date Submitted: _____

Point(s) of Contact (names and email addresses): ___Leah K. Cox, Ph.D, Vice-President, Inclusion & Institutional Equity_____

Overall Guidelines:

- For the 2017-2018 Programs of Cultural Diversity Annual Progress Report, complete the three sections in this template.
- Please submit your report to Zakiya Lee (zlee@usmd.edu) by Friday, June 29, 2018.

Section I: Progress Report: §11-406 of the Education Article states that each public institution of higher education in the State shall submit a progress report regarding the institution's implementation of a plan for a program of cultural diversity. Progress on the following institutional goals should be reported:

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.

Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery.

Goals 1 and 2 will be reported in Table 1 and Table 2 below; no additional narrative is needed. Details should include strategies for implementation, metrics to measure how progress is being evaluated, indicators of success about how progress has been achieved, and areas where continuous improvement is needed for select, key initiatives and strategies. Goal 3 should be provided in a brief statement as noted below.

Guidelines for Section I:

- Submissions for Section I (Table 1, Table 2, and Statement 1) should be 10 to 12 pages.
- Bulleted, succinct descriptions of major initiatives and strategies are ideal.

Section I - Table 1: Reporting of Institutional Goal 1

<p>Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.</p> <p>Timeline for meeting goal within the diversity plan: _____June 2019_____</p>			
<p>Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. HBCUs must provide information on efforts designed to diversify campus by attracting students, administrative staff, and faculty who do not identify as African American.</p>	<p>Metrics to measure how progress of each initiative/strategy is being evaluated</p>	<p>Data to demonstrate where progress has been achieved / indicators of success</p>	<p>Areas where continuous improvement is needed</p>
<p>FACULTY: OFFICE OF THE PROVOST</p>			
<p>Administrative Staff, Office of the Provost: Assistant Vice President for Diversity & Inclusion, AVPDI – AVPDI has primary responsibility for researching, developing, and implementing programs and initiatives to support TU’s ability to attract and retain a diverse faculty body and to foster welcoming and inclusive climates in TU’s classroom and academic workplace by developing and facilitating diversity and equity educational seminars within the Division of Academic Affairs.</p>	<p>Tracking faculty diversity hires and retention using TU’s annual Affirmative Action Plan data.</p>	<p>All colleges showed positive change in minority representation in tenured and tenure track positions, see Appendix A.</p>	<p>College of Health Professions has slight underrepresentation for minorities.</p>
<p>Hiring:</p>			
<p>Search Committee Training – Training heightens awareness of, and shares methods to mitigate, implicit bias as well as discusses fair and non-discriminatory procedures for ensuring equity.</p>	<p>Frequency of training</p>	<p>Training conducted for 40% of faculty search committees.</p>	<p>Increase percentage of faculty search committee training</p>

<p>Outreach Plan Requirements – Specific steps are required to ensure that the faculty employment opportunities are shared broadly to increase diversity of applicant pools.</p>	<p>Submission rate of required documentation</p>	<p>100% compliance</p>	
<p>Increased Outreach Resources: <i>a. Ph.D. Project</i> - Institutional membership provides access to diverse applicants in business disciplines. Minority Post Doc- Institutional membership provides access to pool of potential applicants from diverse backgrounds for faculty searches across all academic disciplines.</p>			<p>Establish metrics</p>
<p>Follow-up after search completion – AVPDI meets with search committee chair following completion of search process to discuss strengths and challenges of the process. Practices noted to be effective in recruiting diverse faculty are shared across Academic Affairs.</p>			<p>Establish metrics</p>
<p>Prospective Faculty Portal- Website highlights TU’s diversity initiatives and resources for the purpose of attracting diverse candidates to faculty employment opportunities.</p>	<p>User satisfaction</p>	<p>Website launched six months ago. Data collection: Use focus groups to start fall 2018</p>	
<p>Faculty Recruitment Brochure – A brochure is under development to serve as an outreach tool for use during conferences and meetings to attract potential faculty from diverse backgrounds to TU’s faculty employment opportunities.</p>	<p>User satisfaction</p>	<p>Implementing summer 2018 will solicit satisfaction from deans and chairs spring 2019</p>	
<p>Proposed Programs (awaiting funding): <i>a. Opportunities Hires Program:</i> Program would afford TU increased flexibility in faculty hiring for the purpose of increasing diversity of tenured and tenure-track faculty body.</p>	<p>Awaiting funding Awaiting funding</p>		

<p>Faculty Recruitment Incentive Program: <i>Program would provide TU with ability to “Grow Our Own” diverse faculty by providing support and incentives to successfully advance to tenure-track faculty positions, particularly in areas where national availability of diverse candidates is low.</i></p>			
<p>Proposed Initiatives (under review by ART document review committee):</p> <p>a. Revised Faculty Hiring Procedures – Revised hiring procedures will require additional documentation, including rationale, for the disqualification of any applicants for faculty positions.</p> <p>Proposed Inclusion Advocate – Following completion of required training on implicit bias and methods for fostering inclusion, advocates will serve on faculty search committees as Inclusion Advocates.</p>	<p>Under review</p> <p>Under review</p>		
<p>Retention:</p>			
<p>National Center for Faculty Development & Diversity, NCFDD – NCFDD institutional membership provides relevant professional development training and reliable and confidential support to TU’s enrolled faculty members.</p>	<p>Usage rates</p>	<p>Institutional subaccounts continued to increase to 233. Total active sessions for current membership year 292. 29 faculty members participated in 14-day writing challenge.</p>	
<p>Faculty & Staff Affinity Groups – TU Affinity Groups membership provides opportunities for faculty and staff to meet and connect with individuals from their social identify groups.</p>	<p>Activity level & participation rates</p>	<p>Each of TU’s 5 Faculty and Staff Affinity Groups hosted 4 meetings per academic semester.</p>	<p>Measure participation rates</p>
<p>Inclusive Community Building - fostering supportive faculty communities:</p> <p>Diversity Faculty Fellows, DFF – Selected faculty fellows find community within their DFF group and are able to</p>	<p>Retention of faculty</p>	<p>Over 3-year period, 26 participants, 1 individual left TU = 96% retention rate</p>	

network with all of the program's previous fellows.			
Provost Faculty Fellow for Diversity & Inclusion, PFDI - PFDI assists with efforts to diversify student and faculty body and foster an inclusive and respectful campus community.	Professional development opportunity Retention of faculty	Both participants remain at TU and have increased leadership roles	
DIVISION OF STUDENT AFFAIRS			
<p>Mission: The Division of Student Affairs strives to create transformative learning experiences that are pivotal in students' education and identity development.</p> <p>Diversity Goal: Develop an inclusive campus community and cultural fluency.</p> <p>The Division of Student Affairs encompasses Campus Life, Campus Recreation Services, Career Center, Center for Student Diversity, Civic Engagement & Social Responsibility, Counseling center, Disability Support Services, Fraternity & Sorority Life, Health Center, Housing & Residence Life, Military & Veterans Center, New Student & Family Programs, Student Activities, Student Conduct & Civility Education, Student Success Programs, and TU in Northeastern Maryland (TUNE)</p>			
Recruitment:			
	Incorporate hiring practices that recruit a diverse pool of candidates beyond traditional recruiting practices at the time of the next vacancy	Comparison data prior to and before diversity & inclusion practices	Development and refinement of specific outreach plans for targeted populations and skill sets

	<p>Create a culture of service by holding events that connect students to local organizations and campus resources by collecting basic demographic data from participants in civic engagement to establish a baseline with a goal of 25% male representation on each trip</p>	<p>Conduct Pre & post surveys for participants, question asking what their role is in contributing to and addressing the social issue addressed on the trip</p> <p>Stimulate student learning of service experiences by engaging a greater diversity of students in service-increase from 19% to 24% male participation</p>	<p>75% of participants effectively communicate the organizations' mission</p>
	<p>Increase the numerical representation of students with disabilities by 5% next year through recruitment</p>	<p>Attended all open houses, TU4U events, and all orientation sessions for incoming freshmen and transfer students</p> <p>Provided presentations on Disability Support Services to faculty and staff. In 2017, 282 faculty and staff attended 18 DSS presentations.</p> <p>2017-18 registered students with DSS last year was 1,890, representing a 7% increase over the previous year and a 29% increase over three years (see Appendix B).</p>	<p>Continue to track cohorts of DSS freshmen along with all TU freshmen, as well as cohorts of DSS transfer students along with all TU transfer students. OIR expects that the data will increase in accuracy over the years as more students are tracked in PeopleSoft. (PeopleSoft data only became available in 2006.)</p>
Retention:			
	<p>Retain and graduate traditionally</p>	<p>The within 4-year graduation rate for DSS transfer students</p>	<p>Overall average data shows graduation rates for incoming</p>

	<p>underrepresented students with disabilities by:</p> <p>Tracking and maintaining graduation rates for DSS incoming freshmen</p> <p>Tracking and maintaining graduation rates for DSS incoming transfer students</p>	<p>is 68% as compared to 70% for all TU students.</p> <p>The within 5-year graduation rate for DSS transfer students is 72% as compared to 74% for all TU students.</p> <p>The within 6-year graduation rate for DSS transfer students is 74% as compared to 75% for all TU students.</p>	<p>fall DSS transfer students lag slightly behind for all incoming fall transfers. Will review and incorporate measure to narrow the time.</p>
	<p>Track participation in diversity programming in Greek 101 training for all new members</p>	<p>Number of programming events, participants, and understanding (comprehension surveys)</p>	<p>Collaborate with on-campus entities including the Council Diversity Chairs to update the chapter social justice curriculum presented by the chapter diversity chairs</p>
	<p>Foster a diverse and inclusive on-campus environment by tracking participation in diverse cultural and educational programming for residents to gain an appreciation of experiences outside of students' normal paradigm</p>	<p># of diverse programming efforts and utilization via post-surveys</p> <p>The Peer Educators will conduct programs and activities specifically geared toward broadening residents' multicultural awareness, as well as their understanding and appreciation of the differences between people.</p>	<p>Strengthening practices and supporting services to diverse student populations</p> <p>Implementing HRL resources devoted to supporting dialogue and action surrounding issues of diversity through the</p>

		<p>ICC will focus on encouraging and training staff to do the same</p>	<p>Equity Think Tank, ICC Summit, and Peer Educator Program.</p>
	<p>Structure the transfer orientation program for summer 2018 (including 11 New Student Orientation sessions and Welcome to TU) and winter 2019 (including 8 New Student Orientation sessions) so that 75% of incoming transfer students or their family members have the ability to attend at least one session where they learn about: Title IX, the Center for Student Diversity, Campus Safety, and the Health Center</p>	<p>Implement cultural competency training in the June 2018 Orientation Leader training</p>	<p>Implement cultural competency training for all NSFP staff including professional staff, interns, Student Directors, and Orientation Leaders by summer 2018:</p> <p>Complete IDI with NSFP professional staff during spring 2018</p> <p>Explore possibility of implementing IDI with 6 Student Directors and 60 Orientation Leaders by May 2018</p> <p>Facilitate transfer orientation so that students have the ability to learn about key campus resources that make them aware of what it means to be a responsible student</p>

			in Towson University's diverse community:

Section I - Table 2: Reporting of Institutional Goal 2

<p>Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.</p> <p>Timeline for meeting goal within the diversity plan: _____June 2019_____</p>			
<p>Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:</p> <ul style="list-style-type: none"> • faculty and staff cultural training programs; • curricular initiatives that promote cultural diversity in the classroom; and • co-curricular programming for students. 	<p>Metrics to measure how progress of each initiative/strategy is being evaluated</p>	<p>Data to demonstrate where progress has been achieved / indicators of success</p>	<p>Areas where continuous improvement is needed</p>
<p>OFFICE OF THE PROVOST:</p>			
<p>Intergroup Dialogue, IGD – IGD is a multi-week program that brings together small groups of students across social identity groups to increase social consciousness and build bridges across group differences. Faculty and staff members serve as IGD facilitators. (summer 17, fall 17 and spring 18)</p>	<p>Participation rates</p>	<p>Facilitators trained: 18 Faculty facilitating: 9 Staff facilitating: 9 Student participants: 114</p>	<p>Intergroup Dialogue, IGD – IGD is a multi-week program that brings together small groups of students across social identity groups to increase social consciousness and build bridges across group differences. Faculty and staff members serve as IGD</p>

			facilitators. (summer 17, fall 17 and spring 18)
<p>Council of Chairs Equity and Inclusion Sub-Committee – AVPDI has brought resources to sub-committee to foster institutional transformation in support of diversity and inclusion. Sub-committee invited AVPDI to bring inclusion and equity resources and discussions regarding hiring procedures, retention practices and classroom and workplace climate to the entire Council of Chairs.</p>	<p>Requested AVPDI’s participation 2016-2017</p>	<p>Re-invited AVPDI’s participation in 2017-2018</p>	<p>Council of Chairs Equity and Inclusion Sub-Committee – AVPDI has brought resources to sub-committee to foster institutional transformation in support of diversity and inclusion. Sub-committee invited AVPDI to bring inclusion and equity resources and discussions regarding hiring procedures, retention practices and classroom and workplace climate to the entire Council of Chairs.</p>
DIVISION OF STUDENT AFFAIRS			
	<p>Results of the Intercultural Development Inventory (IDI) in facilitated discussions, retreats, and workshops utilizing an external facilitator</p>	<p>Retreats/workshops: 1-2 per semester with the directors</p>	<p>Lessons learned will be brought back to perspective staff to incorporate within daily conversations and work</p>
	<p>Track user access to a series of webinars, including: Autism on Campus, Career Services for Today’s Military Students & Families, Transforming the</p>	<p>Number of GAs and Peer Advisors taking IDI assessment and webinars</p>	<p>Invest in field-specific education and training on diversity and inclusion for staff</p>

	<p>Trajectory – African-American Males Navigating Career Services, Recognizing Microaggressions, Filling the Gap – Rutgers Diversity Showcase, GMU Moving from Diversity to Inclusion</p>		<p>Provide educational programming for employers around equity, diversity and inclusion by providing two workshops in conjunction with the 2018 Spring Mega Job & Internship Fair (“The Power of Organizational Inclusion: Moving beyond Diversity” and “Employing Veterans”)</p>
	<p>Participation #'s</p>	<p>Participation surveys for Cultural Competence programming</p>	<p>Support to the campus including the workshop on White Privilege by Mollie Herman, Lilian Odera, and Shudarshna Gupta was quite successful, leading not only to presentations at TU in Student Affairs, but also to another local University Counseling Center, to a presentation explaining while conducting the program at the Association of Counseling Center</p>

			Training Agents (ACCTA)
	<p>Maintain collaboration with TU Office of Institutional Research (OIR) for longitudinal study tracking the 4-year, 5-year and 6-year graduation rates for Freshmen, full-time degree-seeking DSS-registered students as compared with all TU first-time full-time degree-seeking students.</p> <p>Maintain collaboration with TU Office of Institutional Research for longitudinal study tracking within the 4-year, 5-year and 6-year graduation rates for Transfer, full-time degree-seeking DSS-registered students as compared to comparable transfer students who registered with DSS in their first term.</p>	4-6 year comparison graduation rates	<p>Include Universal Design for Learning (UDL) in DSS presentations to faculty to encourage course design that meets the needs of students with disabilities and other diverse learners. UDL will be addressed in a minimum of 15 presentations to faculty during the coming year.</p>
	Participation rates in continuing the Multicultural Lab in counseling to assist with learning about colleagues more deeply as well as practicing inquiring sensitively about cultural issues	Re-advertise use of Multicultural Lab participation	
	Participation rate and activity level of streamed, recorded, film rental or social media selected Diversity Programs		Increase opportunities for TUNE students to engage with diverse populations

	<p>from TU Main Campus to TU Northeast campus (TUNE)</p>		<p>Explore opportunities to work with disadvantaged populations in Harford & Cecil Counties</p>
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Section I - Statement 1: Reporting of Institutional Goal 3

Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery. Do not include statistics.

Reporting Campus-based Hate Crimes / Clery

TU utilizes a form as a uniform method to document the “What, When & Where” of certain reportable crimes and/or non-criminal hate motivated incidents that have occurred and have been reported to Campus Security Authorities (CSA) other than the Towson University Police Department.

TU has defined a Hate Crime as “a criminal offense committed against any person or property which is motivated, in whole or in part, by the offender’s bias. Clery reportable hate motivated crimes include Murder, Manslaughter, Sex offenses, Robbery, Aggravated Assault, Simple Assault, Intimidation, Burglary, Motor Vehicle Theft, Destruction of Property, Theft and Arson.”

Although there are many possible categories of bias, under Clery, only the following categories are reported: Race, Gender, Religion, Sexual Orientation, Sexual Identity, Ethnicity/National Origin, and Disability.

For the purpose of Clery, CSAs are required to document certain reportable crimes and non-criminal hate motivated incidents that have been reported to them and occurred in the following locations:

1. On-campus property, On-campus residential life buildings, Non-campus property (property or building owned or controlled by the university that is frequently used by students and is not within the same reasonably contiguous geographic area of the institution, or any building/property that is owned or controlled by a student organization that is officially recognized by the university.); and Public property located immediately adjacent to and accessible from campus (includes thoroughfares, sidewalks, streets, and lands).

Certain individuals, specifically pastoral and professional counselors, are exempted from this requirement to report certain crimes. However, to be exempt from disclosing reported offenses, pastoral and professional counselors must be acting in the role of pastoral or professional counselors.

APPENDIX A – Faculty Minority Representation

**Report Reflecting Change of Minority Representation –
Tenured / Tenure Track Faculty by College
TU’s Affirmative Action
2016 & 2017 Plan Data**

College	Affirmative Action Plan Year	Percentage of Minority Representation – Tenured/Tenure Track	Percentage Change
College of Business & Economics	2016	43.32%	
	2017	44.62%	+ 1.20%
College of Education	2016	20.31%	
	2017	21.21%	+ .90%
College of Fine Arts & Communication	2016	17.59%	
	2017	22.03%	+ 4.44%
College of Health Professions	2016	15.60%	
	2017	17.92%	+2.32%
College of Liberal Arts	2016	16.11%	
	2017	18.95%	+ 2.84%
Fisher College of Science & Mathematics	2016	30.22%	
	2017	32.39%	+2.17%

APPENDIX B – DSS Student Registration

Students Registered with DSS
3-Year Trend

Year	DSS-Registered Students	Percentage Increase from the Previous Academic Year	Total Percentage Increase Over 3 Years
2014-15	1528	--	--
2015-16	1664	9%	--
2016-17	1774	7%	--
2017-18	1890	7%	24%

APPENDIX C – Institutional Plan for a Program of Cultural Diversity

1. Increase tenured and tenure-track black faculty and retain them by 10% by 2018.

Status: ON TRACK

HIRING

- Implemented an outreach process that requires the development and approval of an Outreach Plan for all tenured or tenure track faculty searches. We continue to review and seek effective institutional outreach resources. Most recently, membership with The PhD Project was secured to provide access to pools of prospective faculty of color.
- Revisions to hiring procedures that include additional checkpoints in the search process are under review. Training is provided for faculty search committees that includes information related to best practices before, during, and following the search. Emphasis is placed on the establishment of a fair and equitable search process. Awareness, and avoidance, of implicit bias is discussed. Following search completion, debriefs have begun with the goal of identifying and documenting the most effective methods for recruiting and hiring faculty of color.
- Developing dedicating resources for the purpose of improving our outreach to prospective faculty of color. A web portal that highlights TU's faculty diversity initiatives and resources is being developed as a marketing tool for prospective faculty. Faculty vacancy announcements will be posted on the prospective faculty web page. A brochure is under development that will serve as an outreach tool for use during conferences and meetings to attract potential faculty of color to TU's faculty employment opportunities.
- Increased our support for academic department chairs and are emphasizing their vital leadership role as it relates to diversity and inclusion. Areas for impact include, but are not limited to, recruitment, retention, climate, curriculum, research, and student development. Working with the Council of Chairs Subcommittee on Equity and Inclusion we are bringing relevant resources to facilitate institutional transformation.
- Developed an Inclusion Tool Kit and made the resources available on the Office of the Provost website. Resources located within the tool kit support TU's faculty recruitment and retention goals.
- Currently in the final stages of development of TU's Faculty Recruitment Incentive Program (FRIP). FRIP, a pipeline program, is designed to increase diversity within the faculty body by placing selected individuals in tenure track positions. FRIP promotes the professional development of underrepresented faculty by facilitating the initialization and completion of graduate work and other appropriate academic pursuits leading to a terminal degree and/or conducting research in their discipline.

Retention

- TU's diversity initiatives and resources are highlighted during the initial meeting of new faculty orientation. The orientation program includes periodic meetings throughout the new faculty member's first academic year. Resources and programming are provided for new faculty members during these meetings.
- We are supporting the development of communities of care through the networking and collaboration that take place for TU faculty participating in our diversity programs. TU's Diversity Faculty Fellows Program (DFF) provides selected faculty members with opportunities to infuse diversity into existing curriculum, create models to improve classroom dynamics in support of social justice, or identify and implement strategies to enhance institutional practices to support and affirm a campus culture that values equity, diversity and inclusion. Through sustained monthly dialogues, the DFF program offers ongoing opportunities for faculty networking and collaboration. TU's Multiculturalism in Action monthly lunch gatherings afford faculty members with opportunities to share information and gather feedback from the TU community regarding their scholarship. This program has brought together 20 faculty members that are committed to expanding diversity and inclusion at TU and has fostered the formation of a community of supportive scholars. TU's academic Intergroup Dialogue Program (IGD) delivers for-credit opportunities for students to participate in multi-week dialogues to come together across social identity differences. IGD faculty facilitators have established a supportive network that encourages faculty retention.
- Focus groups with faculty have been conducted for the purpose of discussing and gathering tools for faculty success at TU. Faculty members shared information regarding what resources and support systems that were most impactful in relation to securing their tenure and promotion.
- As a result of extremely positive feedback from faculty members, TU's membership with the National Center for Faculty Development and Diversity (NCFDD) is being renewed for next academic year. NCFDD provides resources and programming that support faculty success. A total of 226 individuals have registered and are taking advantage of the resources available through TU's NCFDD membership.
- In the final stages of developing TU's Faculty Exit Interview Process, designed to offer multiple reporting options for the purpose of increasing response rates. Faculty members may choose to respond in person, via telephone, and/or online. Data gathered from exit interviews will be shared in aggregate form and utilized to inform future programming.

2. Require the president to work with the provost to ensure that every college or department has one meeting per semester dedicated to cultural competency content approved by a student representative that works in the CDSO.

Status: ON TRACK

- Each college's Diversity Action Committee or College Council develops annual training; the colleges and department chairs have established that at least one meeting per fall and spring term will be devoted to cultural competency.
- The Diversity Faculty Fellows Program, established in 2015, gives selected faculty members the opportunity to infuse diversity into their existing curriculum, create models to improve classroom dynamics in support of social justice, or identify strategies to enhance institutional practices. This allows faculty to research ways to enhance diversity and inclusiveness while actively examining their effectiveness in practice. Five fellows were selected for the 2015-2016 academic year; 11 fellows were selected for the 2016-2017 academic year; and 10 fellows have been selected for the 2017-2018 academic year.

- The Center for Student Diversity now includes a position for associate director for Cultural Competency Education to help develop educational models and opportunities for cultural competency training for students and for the Division of Student Affairs. The associate director is also available to consult on and/or review college-based programs as requested.
- The Office of Inclusion and Institutional Equity includes a position that will coordinate education, training and programs on cultural competency for the university.

3. Advocate for IFC fraternities and Pan-Hellenic sororities to have a diversity chair who will promote diversity within their respective organizations and interact with multicultural organizations on campus.

Status: COMPLETED

- Ninety-five percent of the councils and chapters have a diversity chair. Diversity chairs are trained on cultural competency by staff from the Center for Student Diversity and are given facilitator training by staff from Fraternity and Sorority Life in order to execute the Greek Life Social Justice training module. Fraternity and Sorority Life worked in close collaboration with the Center for Student Diversity to develop the year-long training module which includes Intro to Social Justice, Identity Development, Current Vocabulary and Language, How to Be an Ally/Commitment to Being an Ally, Chapter Values Alignment with Social Justice Principles, and Developing Culturally Competent Programs.
- All new member orientations and Greek summits will now include a module on identity and inclusion.
- In spring 2017, 48 social justice programs sponsored by Greek organizations were reported to the Office of Fraternity and Sorority Life.

4. Send a letter to the president of USM Student Council regarding the review and termination of the contract, vendoring, and purchasing of appliances, tools, furniture and any other items produced within Maryland state and federal prisons. Given the status of the prison-industrial complex and the criminalization of black bodies, along with the school-to-prison pipeline, we find it problematic that we finance the same institution that profits off of black bodies.

Status: COMPLETED

- Provost Chandler, while still interim president, sent the letter to the USM Student Council president. The Maryland legislature mandates that USM institutions purchase items from Maryland Correctional Enterprises. Any Maryland resident may communicate to legislators an opinion or position on this matter.

5. Advocate to require the SGA to maintain communication with the diverse organizations and their leaders on campus through physical contact, wherein bills and policies that will affect the black student body will be made known and aware to them.

Status: COMPLETED

- The Student Government Association (SGA), through the assistant director of Diversity Outreach, established a core advisory board comprised of eight students from diverse, inclusive backgrounds. Students were recommended to serve based on their interest and

involvement in diversity and social justice issues. The board is intended to bridge the gap between SGA and student organizations that represent diverse backgrounds, and to inform SGA about issues related to campus climate and make recommendations for programming.

- The SGA conducted a survey of all student groups to better understand the effectiveness of senators' outreach to their assigned groups. As a result of the survey, the SGA has implemented a new system of accountability for senators.
- The SGA has created a series of diversity-related programs including those relating to Black History Month, Women's History Month, the impact of student activism in the TU community, and other relevant occasions and subjects.
- SGA & the Department of Housing & Residence Life hosted CultureCon on April 7 to highlight, through students and student organizations, a wide variety of cultures and promote multicultural exchange. More than 250 students attended.
- In early August, the Division of Student Affairs assisted with the planning and support of the inaugural Ujima Retreat. The program, coordinated by the Black Student Union president, was designed to build unity across the various black student organizations. About 60 students attended.
- During the 2016-2017 academic year, the SGA established *Be Heard Town Hall* forums to promote transparency, build cultural understandings, and foster collaboration. Due to low student attendance, future forums will be offered as needed.

6. Require the University Diversity Council and other institution-wide diversity committees to have diverse (including multi-cultural) representation on the committee that reflects the underrepresented cultures of the student body.

Status: COMPLETED

- The Vice President for Inclusion and Institutional Equity will be charged with reviewing this structure and making strategic recommendations for improvements or modifications, if needed. The new vice president will be tasked with strategic vision for the design, promotion, and delivery of best practices in diversity, inclusion and cultural competency efforts across campus.
- The Vice President for Inclusion and Institutional Equity will be developing a five-year strategic plan for Towson University.
- The Diversity Action Committee and its hate/bias work group are comprised of diversity-related group representatives.

7. Set an expectation to diversify the representation of the committees determining tenure at Towson University and require college deans to report on their efforts and results. Such efforts could include but are not limited to: Encourage students to complete course evaluations in course syllabi; invite student feedback for pending tenure cases; provide the opportunity for faculty tenure candidates to identify an advocate to serve on any level of their choosing in the tenure process.

Status: COMPLETED

- In addition to existing efforts via Blackboard and campus email each term, we have expanded marketing-related efforts to increase participation in course evaluations through messages in social media, T3, the Towerlight, and digital signage throughout campus. Housing & Residence Life also posted reminders throughout residence halls. We also developed an app through which course evaluations can be completed.

- We have shared copies of Promotion, Tenure, Reappointment and Merit (PTRM) documents with two of the student leaders involved in establishing these 12 goals, and offered to meet for review. The vice provost will continue to be available to answer questions about this document
- The Appointment, Rank and Tenure (ART) Document Revision Committee includes a student to provide input into potential changes to the document.
- We've reminded deans, chairs and departmental PTRM chairs that their faculty have the option of securing an external reviewer for their tenure review.

8. Advocate for the director positions in the SGA to be elected by the people of this university instead of appointed, hired and/or interviewed by the president. The diversity chair is a direct representative of the minority students and should be elected directly by and for minority students.

Status: COMPLETED

- After working with the Council of Diverse Student Organizations (CDSO) and others to identify new approaches, the SGA has amended its constitution to include a call for applications to the position. The CDSO will screen those applications and recommend an individual for appointment to the chair position. While this is an appointment rather than an election, the SGA included the CDSO in the process to ensure that representative consideration on matters of diversity will be considered.

9. Return the Towson University Debate Team to a traveling debate team as soon as possible and no later than fall 2016. The Debate Team is an intellectual fixture in the Towson University black community where black students have been nationally successful and active contributors to bringing justice to black people at this institution.

Status: COMPLETED

- The Debate Team participated in some national travel as its handbook was finalized last spring to outline policies and procedures on expectations for participation. The team attended CEDA in spring 2016.

10. Honestly and strictly enforce the university's policies on non-discrimination. Proactively work to create a marketing campaign to educate and communicate our hate/bias procedures and response. Distribute a public statement on Towson University's response on those issues when they occur. Publicly. The mental and emotional health of this university's black students across all intersections need to be taken as seriously as their physical health.

Status: COMPLETED AND ONGOING

- A collaborative university-wide group established the hate/bias procedures that were adopted in spring 2016, and a campaign led by the SGA called #NotAtTU promoted awareness and understanding of those procedures to encourage reporting. The #NotAtTU initiative included a marketing campaign, created by students in the Division of University Marketing & Communications Student Agency.

While the SGA led student-centered approaches, the Office of the Provost supported and promoted the procedures for faculty, and Housing & Residence Life supported it in residence hall postings.

- Over the summer, a work group chaired by the assistant vice president for Student Affairs/Diversity and comprised of faculty, staff, students and administrators reviewed the hate-bias procedures for effectiveness and clarity, and made updates the group deemed necessary.
- The Housing & Residence Life “Guide to Community Living” brochure has been updated to reflect the value of inclusive and welcoming communities and the ways to report hate/bias incidents. These will be distributed to every student in fall 2016.
- The provost fellow for Diversity and Inclusion position was established to support efforts to diversify the faculty and student body, and to assist in efforts to create a more inclusive and respectful campus community. The first provost fellow served during the 2015-16 academic year.
- The Provosts’ and Deans’ Council retreat in summer 2016 focused on diversity to advance understanding and progress in non-discrimination. This included an in-depth discussion of awareness of self-identity and privilege to help in understanding the impact of that perspective on one’s own actions and reactions. It also included a discussion of cultural competency, particularly in identifying and setting goals for diversity, equity and inclusion. Training on systematic racism and implicit bias was provided during the fall 2017 Provosts’ and Deans’ Council retreat.
- As of summer 2016, the Office of the Provost now includes an assistant vice president for Diversity & Inclusion to support institutional and divisional goals.
- Housing & Residence Life partnered with the Center for Student Diversity to provide development in diversity for professional and resident assistant staff.
- Orientation leaders were trained to facilitate discussions on inclusion.
- First-year students participated in an orientation program that addressed stereotypes and hidden bias.
- The Division of Student Affairs participated in a staff development program in which each staff member examined their own strengths and weaknesses with respect to diversity and inclusiveness. The program also provided best practices for diversity and inclusiveness, and included planning for initiatives in the 2016-17 academic year.
- Established the assistant vice president for Diversity & Inclusion position in the Office of the Provost to lead efforts to diversify the faculty and staff of the Division of Academic Affairs and student body, and to oversee efforts to create a more inclusive and welcoming campus climate, particularly in TU’s classrooms and the division’s work environments.
- Students and other TU community members can find information on publicly posted monthly reports of hate and bias incidents on the NotAtTU web page. Click on Monthly Reports for Hate Crimes and Bias Incidents, which is found below the definitions of hate and bias incidents.

NEXT STEPS

- All efforts at minimizing hate/bias incidents and publicly posting reports are ongoing.

11. Require that policing practices be equitable for black events and white events alike.

Status: COMPLETED

- In summer 2015, a committee of administrators reviewed and revised the process for staffing student events. A writing group rewrote the policy, specifically addressing late night parties and complex event policy. As a result, all similar events are required to use the same support and enforcement.
- In summer 2016, the committee developed the TU Student Guide to Planning Events to increase transparency and better inform students about policies and procedures associated with event planning.
- During the 2016-2017 academic year, the Center for Student Diversity conducted a series of dialogues and workshops with Towson University Police Department (TUPD) focusing on equitable policing practices and community building between TUPD and students of color. The engagement with TUPD helps to ensure open communication and understanding between TUPD and students of color.
- In summer 2017, an e-learning video was created to train key representatives from student organizations wishing to reserve event and meeting space through Event & Conference Services. The video is designed to help students better understand policies and procedures associated with room requests and reservations.

12. Advocate for the establishment of a course requirement in American race relations for students by meeting with the necessary and appropriate entities (such as the Curriculum Committee, University Senate, MHEC, USM, etc.).

Status: ONGOING

The Core Curriculum Revisions Task Force Recommendation #4 was to examine Core 11 as the most plausible place within the Core Curriculum where Race in America might be addressed as a theme. During the 2017-2018 academic year a task force was assembled to examine the feasibility of including Race in America as a major theme of Core 11 (U.S. as a Nation). The review was conducted and the task force concurs that Core 11 is the appropriate designation for Race in America. Preliminary recommendations from the task force and tentative implementation plan and timeline were shared at University Senate in February 2018. In fall 2018, a small sub-task force will be assembled comprised of one representative from each department with courses in the category to examine next steps.

APPENDIX D – Demographic Data (attachment)

Race/Ethnicity for Undergraduate Students												
Race / Ethnicity	Baseline: 2008-2009				Baseline: 2010-2011				2015-2016*			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	2,014	12	638	1,376	2,188	12	738	1,450	3,362	18	1,168	2,194
American Indian or Alaska Native	68	0	26	42	63	0	24	39	27	0	9	18
Asian	738	4	327	411	705	4	309	396	1,012	5	447	565
Hispanic/Latino	456	3	179	277	608	3	201	407	1,218	6	483	735
White	11,897	69	4,878	7,019	12,029	69	4,951	7,078	11,515	61	4,762	6,753
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A	7	0	3	4	20	0	9	11
Two or more races	N/A	N/A	N/A	N/A	167	1	60	107	814	4	304	510
Did not self identify	1,568	9	628	940	1,246	7	503	743	566	3	226	340
Foreign	531	3	282	249	516	3	276	240	332	2	180	152
Total:	17,272	100	6,958	10,314	17,529	100	7,065	10,464	18,866	100	7,588	11,278

Race/Ethnicity for Graduate Students												
Race / Ethnicity	Baseline: 2008-2009				Baseline: 2010-2011				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	436	11	93	343	532	12	146	386	384	12	105	279
American Indian or Alaska Native	10	0	4	6	28	1	13	15	1	0	0	1
Asian	103	3	38	65	125	3	47	78	107	3	42	65
Hispanic/Latino	58	2	18	40	75	2	28	47	85	3	26	59
White	2,419	63	527	1,892	2,778	64	639	2,139	2,026	63	529	1,497
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A	3	0	1	2	2	0	0	2
Two or more races	N/A	N/A	N/A	N/A	19	0	4	15	73	2	25	48
Did not self identify	625	16	206	419	463	11	174	289	384	12	98	286
Foreign	188	5	80	108	288	7	154	134	173	5	89	84
Total:	3,839	100	966	2,873	4,311	100	1,206	3,105	3,235	100	914	2,321

Race/Ethnicity for All Students												
Race / Ethnicity	Baseline: 2008-2009				Baseline: 2010-2011				2015-2016*			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	2,450	12	731	1,719	2,720	12	884	1,836	3,746	17	1,273	2,473
American Indian or Alaska Native	78	0	30	48	91	0	37	54	28	0	9	19
Asian	841	4	365	476	830	4	356	474	1,119	5	489	630
Hispanic/Latino	514	2	197	317	683	3	229	454	1,303	6	509	794
White	14,316	68	5,405	8,911	14,807	68	5,590	9,217	13,541	61	5,291	8,250
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A	10	0	4	6	22	0	9	13
Two or more races	N/A	N/A	N/A	N/A	186	1	64	122	887	4	329	558
Did not self identify	2,193	10	834	1,359	1,709	8	677	1,032	950	4	324	626
Foreign	719	3	362	357	804	4	430	374	505	2	269	236
Total:	21,111	100	7,924	13,187	21,840	100	8,271	13,569	22,101	100	8,502	13,599

* 2015 fall enrollment data were revised in September 2016
 Prepared By: TU Institutional Research: ka - 5-16-2018
 Source: EIS, EDS

Race/Ethnicity				
Race / Ethnicity	Baseline: 2008-2009			
	#	%	Male	Female
African American/Black	25	4	5	20
American Indian or Alaska Native	1	0	1	0
Asian	61	11	39	22
Hispanic/Latino	14	2	5	9
White	446	80	236	210
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A
Two or more races	N/A	N/A	N/A	N/A
Did not self identify	5	1	3	2
Foreign	9	2	4	5
Total:	561	100	293	268

Race/Ethnicity				
Race / Ethnicity	Baseline: 2008-2009			
	#	%	Male	Female
African American/Black	50	5	18	32
American Indian or Alaska Native	4	0	1	3
Asian	26	3	15	11
Hispanic/Latino	15	2	4	11
White	814	87	364	450
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A
Two or more races	N/A	N/A	N/A	N/A
Did not self identify	17	2	5	12
Foreign	5	1	2	3
Total:	931	100	409	522

*Includes Lecturers, Senior Lecturers, Clinical, Visiting, and Adjunct Faculty

Race/Ethnicity				
Race / Ethnicity	Baseline: 2008-2009			
	#	%	Male	Female
African American/Black	75	5	23	52
American Indian or Alaska Native	5	0	2	3
Asian	87	6	54	33
Hispanic/Latino	29	2	9	20
White	1,260	84	600	660
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A
Two or more races	N/A	N/A	N/A	N/A
Did not self identify	22	1	8	14
Foreign	14	1	6	8
Total:	1,492	100	702	790

Prepared By: TU Institutional Research: ka - 5-16-2018
 Source: EIS, EDS

Race / Ethnicity	Baseline: 2008-2009			
	#	%	Male	Female
African American/Black	247	17	107	140
American Indian or Alaska Native	3	0	2	1
Asian	28	2	7	21
Hispanic/Latino	17	1	11	6
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A
White	1,161	79	485	676
Two or more races	N/A	N/A	N/A	N/A
Did not self identify	16	1	4	12
Foreign	1	0	0	1
Total:	1,473	100	616	857

Prepared By: TU Institutional Research: ka - 5-16-2018

Source: EIS, EDS

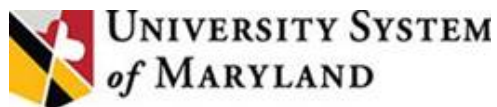
Note: Staff numbers do not include instructional staff (faculty) or graduate assistants.



2017-2018

**INSTITUTIONAL PROGRAMS OF CULTURAL
DIVERSITY
ANNUAL PROGRESS REPORT**

SUBMITTED TO



DATE SUBMITTED: JUNE 15, 2018

**POINT OF CONTACT: DARLENE BRANNIGAN SMITH, PH.D.
EXECUTIVE VICE PRESIDENT AND PROVOST**

Section I: Progress Report – Goal I

Section I - Table I: Reporting of Institutional Goal I

Goal I: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.

Table I

Timeline for meeting goal within the diversity plan: 2018-2023														
Campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success										Areas where continuous improvement is needed		
Wide array of programs and services that are provided to students.	Retention and Graduation Rates: First-Time, Full-Time, Degree-Seeking Freshmen Entering in Fall Semester. Total Enrollment of Diverse Students	Retention and Graduation Rates										More intentional and focused tracking and assessment of initiatives. While the tracking of First-Time, Full-Time Students in our calculation, we do track diversity at all levels, given the entering cohort represents a small number of students (less than 250 students any given year) Total Enrollment diversity has remained stable from 2017.		
		Cohort Year	Year	2007	2008	2009	2010	2011	2012	2013	2014		2015	2016
		Retention Rates	2-Year	69%	82%	77%	78%	73%	67%	79%	71%		72%	68%
		Underrepresented		UG		GRAD		Law		Total				
		American Indian		0.6%		0.4%		0.3%		0.5%				
		Black		51%		49%		21%		46%				
		Hawaiian/Pacific Islander		0.6%		0.2%		0.0%		4%				
		Hispanic		4%		3%		6%		4%				
Multi-racial		5%		3%		3%		4%						
Under-rep minority		61%		54%		30%		55%						
Make UB a veteran-friendly campus by promoting the academic benefits of Bob Parsons Veterans Center for military-connected students.	Establish military friendly environment by improving internal/external. Number of military-connected students at UB.	Shifted away from reliance on “Military Friendly” designation, due to Victory Media scandal. Improving Admissions and Registrations processes to ease transition of military-connected students. Success: 23 identified military-affiliated graduates in Fall 2017, 47 identified military-affiliated graduates in Spring 2018. Military-connected students at UB grew by 6.5% from 338 in Fall 2016 to 360 in Spring 2017.										Reinforcing Center usage as beneficial academically, socially and psychologically. Expanding recruiting efforts to local military bases to raise awareness of UB and the Bob Parsons Veterans Center		

Section I: Progress Report – Goal I

Campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
Expand outreach for city and regions growing Hispanic and Asian populations.	Expanded outreach for Hispanic Students. Partnered with Featherstone Foundation and Embassy of Mexico and increased scholarships by 4 at \$2,000 each.	Hispanic students 2.4 % in 2011. 3.9 % in 2017 and 4% in 2018 (slightly but not significantly down from 4.4 % in 2016 due to the relatively small numbers)	Expand outreach: increase in feeder community colleges: PGCC and MC as well as USG
Campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
BMALE Academy for men of color. Goal of supporting students' successful matriculation towards graduation.	Increase in participation, GPA and overall retention metrics.	Grew from 45 students in Fall 15 to 72 students in Spring 18. By end of Fall 2017, the average semester GPA was 2.817; 67.7% of students ended the fall with a semester GPA of 2.5 or better, 60% had a GPA of 3.0 or higher. 87% of students return to UB after 1st semester in the BMALE Academy 85% of students return to UB after 2nd semester in the BMALE Academy 91% of students return to UB after 3rd semester in the BMALE Academy	Monitoring and intervening with under performers. Enhancing career development and developing post-graduation plans.
The Charles Hamilton Houston Scholars Program helps under-represented college freshmen/sophomores develop academic skills.	Increase law school diversity.	Increased minority students from 16% in 2007 to 30% in 2018 (a small decline from 33% in 2016)	Assess retention rates of students in program.
The Fannie Angelos' Program selects eight Baltimore Scholars from HBCUs to attend the UB school of Law with full tuition.	Increase law school diversity.	26 Fannie Angelos scholars are currently at UB. 8 selected for 2018 Baltimore Scholars Program.	Assess retention rates of students in the Baltimore Scholars Program.

Section I: Progress Report – Goal I

Campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
Expand dual enrollments for Baltimore City high school students through USM B-Power Initiative.	# of city students in College Readiness Academy in Fall 2017 # of city students registered for dual enrollments in spring 2018.	63 city students participated in the College Readiness Academy (84% completed/passed). 195 students registered for 3 credit dual enrollment course (up from 111 in 2017).	Measure matriculation rate to UB, specifically, and to college in general.
Leverage B-Power initiative to expand outreach to Baltimore City students.	Number of new activities.	Parent/Student info sessions for Baltimore Latin School Sister’s Circle SAT prep workshops Sister’s Circle College Send Off Urban Alliance Public Speaking Challenge Edgewood Elementary College and Career Readiness visit Mother Seton Academy alumni College Readiness visit Yleana Leadership Academy SAT workshop B-Power College Kick Off Next One Up info session Building STEPS health event Coppin Academy Parents and Students Celebration	Increase in freshmen enrollments from Baltimore City high schools.
Title IX sexual misconduct, online training for all students, staff, and faculty,	The number of students that complete the student online training module with assessment tools embedded. A state-mandated biennial sexual assault climate survey of all students.	Training of currently enrolled UB students is complete. Training is now focused solely on the incoming student population, and 100% of these students are required to take the training in order to register for classes, with minimal exceptions. For the Nov. 2017 (satisfying the March 2018 survey requirement), 5,565 students were invited to participate in the sexual assault climate survey with a response rate of 617 completed the surveys. 93% of staff and faculty completed the mandatory biennial training as	Continuous enforcement of training requirement through student registration hold and messaging. Analyze with special attention student survey demographic data to inform future activities, initiatives and outreach.

Section I: Progress Report – Goal I

Campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
	Staff and faculty completion of mandatory biennial training.	of 4/7/17 -- the end of the last training cycle. The next training cycle will begin in 2019.	
Examine faculty recruitment, selection and hire process to identify and confirm candidate pool diversity and representation throughout various selection milestones and ultimate hire decisions.	#/% of diverse candidate representation in all milestone categories. # diverse search committee members and hiring authorities.	5 years of trend data has been collected. Progress is dependent upon volume of faculty recruitment.	Design and deliver search committee training on managing bias. Observation of selection process.

Section I: Progress Report - Goal 2

Section I - Table 2: Reporting of Institutional Goal 2

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.

Table 2

Timeline for meeting goal within the diversity plan: 2018-2023			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: faculty and staff cultural training programs; curricular initiatives that promote cultural diversity in the classroom; and co-curricular programming for students.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
Second Chance Program: UB selected for in the U.S. Dept. of Ed. Second Chance Pell Grant Experimental Sites Initiative. Objective is to provide post-secondary education to incarcerated students prior to release, reducing likelihood of recidivism, and improving outcomes for educational and employment success. Classes at Jessup Correctional Facility.	Evaluated with SLOs for courses; Student making satisfactory progress in program.	Course assessment data; Transcript analysis; probation reports from program; 30 students currently enrolled.	New Initiative – collecting baseline data at present.
Vital Signs 14, comprehensive statistical portrait of Baltimore neighborhoods--Baltimore Neighborhood Indicators Alliance of Jacob France Institute within the Merrick School of Business.	Program tracks more than 100 indicators that "take the pulse" of neighborhood health and vitality.	Data in report help track how effective efforts are in improving outcomes for families & children.	Share the program with additional community organizations for their use.
University of Baltimore in collaboration with the City of Baltimore offers the University's City Fellows program.	Collect participant persistence data.	Five City of Baltimore employees received full scholarships. 4 of 5 are pursuing business degrees, 1 and MPA.	Track retention and persistence data for program participants.
LLM – Laws of the United States (LOTUS). The School of Law offers an LLM in the Laws of the United States for foreign trained lawyers.	Enrollment data.	This year’s students represent 27 different countries.	Continue the development of LLM-US policy and better align with JD program.

Section I: Progress Report - Goal 2

Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
This Fannie Angelos LSAT Prep Program is also outlined in Goal 1 as is addressed both Goals 1 and 2. This program provides an LSAT Prep program. Open to Bowie State, Coppin State, Morgan State, UMES, Towson, UB, Salisbury and the Universities at Shady Grove students and graduates. Participants receive a \$1399 grant to pay towards 16-week Princeton Review "LSAT Ultimate" course.	LSAT success, law school admission, law school graduation.	103 students have been admitted to law schools across the U.S. 56 students currently enrolled in law schools across the country: 26 at the University of Baltimore. 38 students have graduated from law schools across the U.S. 21 are members of the Maryland Bar.	Martial resources to add UB as another site for LSAT prep course addressing this barrier to law school admission.
The Human Trafficking Prevention Project is a clinical law project housed within the School of Law's Civil Advocacy Clinic. Project focus: reducing the collateral consequences of criminal justice involvement for survivors of human trafficking.	Evaluated with SLOs for course; Number of clients served and services performed.	Course assessment data; Success in assisting client(s).	Expand outreach and representation for survivors.
CFCC's Truancy Court Program (TCP) - early intervention addressing root causes of truancy. Voluntary for students and families, consists of ten weekly in-school meetings per session	175 Students from 5 schools	171 students showed improvement in attendance	Refine training and support for program using evaluative materials.
LAW 570 BALTIMORE SCHOLARS PROGRAM This course is limited to the eight undergraduate students from UMES, Morgan State, Coppin State and Bowie State who have been selected to participate in the Baltimore Scholars Program.	Evaluated with SLOs for course.	Course assessment data, acceptance into law school.	Incorporating assessment data and information to refine and enhance course.
The Hispanic Heritage Month celebration hosted by the Diversity and Culture Center and Latin Law Students Association (LALSA) included trivia games, dance, cultural food	Attendance data	35 participants	Increase involvement of other Latino/a student organizations.
The Diversity and Culture Center hosted several cultural outing trips to Washington, D.C. including The Civil War to Civil Right Museum and the National Museum of the American Indian	Attendance data	38 students participated in the event. Post event dialogue among participants.	Invite faculty to facilitate post program discussions.
The Diversity and Culture Center in collaboration MD Commission on Indian Affairs, held Native American	Attendance data	Approximately 95 people in attendance.	Increase involvement of cultural student

Section I: Progress Report - Goal 2

Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
Pow Wow, including dance performances, speakers, activities, and cuisine in celebration of Native American Heritage Month.			organizations and UB students.
UB Table Talks: Small Group Discussions. Topics: What does it mean to be an Immigrant? Protest and Patriotism and Talking about Whiteness.	Attendance data	43 students attended the three small group discussions.	Expand small group opportunities offered throughout the semester.
Diversity and Culture Center hosted the annual Holidays around the World which provided the UB community an opportunity to celebrate different customs, cultures, experiences and food. Countries that were featured this year included Saudi Arabia, Egypt, Ukraine, Portugal, Liberia, Guinea and Lebanon.	Attendance data	7 countries were represented, 107 students faculty, and staff attended the program.	Continue to offer this program, increase the number of student-hosted tables.
The Safe Space Ally Training program seeks to establish a viable network of UB Allies made up of students, faculty, and staff to offer safe, non-judgmental and supportive advocates for LGBTQIA members of the campus community.	Pre and post-test to demonstrate increased knowledge of LBGTQ+ issues, satisfaction and attendance data.	Attendees demonstrated increased knowledge of LBGTQ+ issues and satisfaction with training; 18 students, faculty, and staff trained as allies.	Plan and implement a train-the-trainer workshop to increase the number of trainers and trainings
The Diversity and Culture Center and Spotlight UB co-hosted the 10th annual African American Arts Festival. The AAAF is a 4-day festival in recognition of Black History Month open to UB students, faculty, and staff and surrounding community.	Attendance data	70 attendees.	Continue to offer this program, partner with campus departments and student organizations.
Co-sponsored by campus groups, Veteran civil rights activists Judy Richardson and Betty Garman Robinson shared their experiences as participants in the past and present fight for equality in the United States. Event included discussion reception and book signing	Attendance data	75 attendees	Continue to offer these type of programs and program collaborations.
UB Leadership and Workforce Training Program – develop mandatory training curriculum and offerings related to managing bias, increasing cultural competency; cross cultural communication, generational values differences, etc.	# of faculty, staff and leadership completing trainings	Conducted survey on cultural competence, identified cultural based challenges for future programming	Refine and add to training program.

Section I: Progress Report - Goal 2

Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
Poor People’s Campaign Class offered as both Undergraduate (Government and Public Policy/History/Nonprofit Management and Community Leadership and Interdisciplinary Studies) and Graduate Course in Public Administration	Participation, learning outcomes	Thirty-six students met weekly with speakers on different aspects of the Poor People’s Campaign	Course currently being offered.
Special Topics Course: CNCM 620 International Migration and Human Security	Achievement of learning outcomes	15 graduate students met weekly to explore topics of migration and human security (i.e. food security etc.)	Will determine if course is to be offered again and adjustments to be made.
Baltimore Standing Together (Schaefer Center)	Attendance,	3 forums offered with WJZ TV regarding crime, education and addiction	Town Halls currently in progress
Lived Experiences: Unaccompanied Children in MD and VA (offered in conjunction with Lutheran Immigration Services)	Attendance	Presentation of research	Better collection of attendance data
Dean’s Speaker Series: Street Crime and the Media: The Wire, Narrative Complexity and the Rhizomatic City	Attendance	Discussion of street crime	Better collection of attendance data
Dean’s Speaker Series: Poor Participation: Fighting the Wars on Poverty and Impoverished Citizenship	Attendance	Discussion of origins of poverty and impacts on different segments of the population	Better collection of attendance data
Community Engagement Fellows	Satisfaction of students and sponsoring agencies	Placement of students in different community organizations to assist in solving community issues and problems	Development of sustainability for the program.
Merrick School of Business Global Field Studies/Study Abroad – Ghana (Jan 2017); Greece (Summer 2017); Thailand (Mar 2017/Jan 2018), France (Mar 2018), Japan (May 2018) Berlin International Summer School Exchange Program (Summer 2017/2018).	Participation, case studies and learning outcomes. Collaboration with partner schools.	MSB students in Ghana, Greece and France worked with partners to address real business challenges.	Continue to expand collaboration with partner schools, focus on solving business challenges in a global context

Section I: Progress Report - Goal 2

Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
The addition of Graduation Requirement in Global Awareness and Diverse Perspectives	Required for graduation	Graduation requirement (GR)	Outcomes will be assessed in GR five-year cycle
Trip to the National Museum of African American History and Culture in Washington, DC.	Attendance data	27 students participated. Post event dialogue among participants	Host a formal debrief to discuss their experiences
Faculty attended 4 th Annual Culturally Responsive Teaching Conference on April 19 and 30, 2018 and will provide follow up for faculty orientation and programming through CELTT.	Culturally responsive pedagogy in key courses.	Data will be extracted from course and program assessment.	Large-scale event to train all faculty January 2019.
Developed extensive curricula on cultural diversity in CMAT 201 and CMAT 303.	Evaluation with student learning outcomes.	Data will be extracted from program assessment.	Newly implemented (data not yet available).
Provided mentoring in support of student diversity organizations.	Number of faculty participants.	Will be obtained from faculty self-reporting.	Development of feedback loop to assess effectiveness.
The Division of Applied Behavioral Sciences updated 26 courses to reflect emphasis on multicultural and social justice advocacy	Evaluation with student learning outcomes.	Data will be extracted from program assessment.	Newly implemented (data not yet available).
Partnered with Morgan State PEARL Laboratory to promote experiential education opportunities for minorities in STEM.	Number of student presentations based on the project.	Research reports.	Working on outreach to potential participants.
Provided faculty support for CPA's course Poor People's Campaign- 50 Years Later.	Evaluation with student learning outcomes.	Course assessment data.	Development of protocols for continued collaboration.
Series Voices of Color in Games, bringing developer and designers to campus to speak on issues of diversity and games.	Participation numbers.	Attendance data.	Developing plans for sustaining the program.
Work in the College of Arts and Sciences User Research Lab to support voting in low-literacy populations.	Academic publications and technical reports.	Academic publications and technical reports.	Pursuing avenues for continued research funding.

Section I: Progress Report - Goal 2

Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
Program in the College of Arts and Sciences GameLab targeted towards students of color to promote professional skills.	Participation numbers.	Course evaluation and job placement rates.	Continued financial support for recruitment of students.
Research on digital perseveration of cultural heritage sites and artifacts in Southern Asia.	External grants obtained.	External grants obtained.	Improvements of GameLab equipment/ infrastructure.
The M.S. in Applied Psychology program continues to support international cross-cultural student exchanges and programs of study with Universities in Spain.	Participation numbers. Evaluated with SLOs for each course.	Number of students enrolled in the cross-institutional courses and the travel abroad course options.	Implement 'closing the loop' strategies based on assessment data.
Spotlight UB Theatre Events offered covering a variety of diversity and inclusion pics (i.e. women's suffrage, race riots, and artists of color).	Attendance data and program evaluations.	Attendance data and program evaluations.	Increase cross-divisional collaboration. Use data to improve programming
Hoffberger Center events covering a variety of topics related to cultural diversity and LGBTQ issues, such as Muslim Marine- Sharia Law vs. U.S. Constitution and Coming Together by Listening to Each Other, LGBTQ+Speak Out	Attendance data and program evaluations.	Attendance data; incorporation of experience into curriculum of various courses.	Increase cross-divisional collaboration. Better collection of attendance and evaluation data.
The College of Arts and Sciences hosts a variety of faculty sponsored and hosted readings, presentations and musical performances.	Attendance data and event evaluation.	Attendance data.	Increase collaboration. Better collection of attendance/ evaluation data.
Class trips to: National Museum of African American History and Culture; Baltimore's Immigration Museum; MD Commission on Civil rights; Reginal Lewis Museum; American Visionary Arts Museum; Walters Art Gallery	Evaluated with SLOs for each course.	All trips were fully subscribed; experiences were integrated by students into their classroom experience.	Better collection of attendance/evaluation and use results to revise.

Section I: Progress Report - Goal 3

Goal 3: Process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery.

The process for reporting hate crimes is directly through the University of Baltimore Police Department (UBPD). The UB student code does not address hate crimes, nor does any university policy. Anything that would be reported would go through UBPD specifically. That said, none of our conduct cases involved anything that could be considered hate related. No Campus-based hate crime and bias motivated incidents were reported in AY2017-2018.

Section II: Institutional Plan

The University of Baltimore's Institutional Plan for a Program of Cultural Diversity was recently developed to align with UB's new strategic plan. A diverse group of faculty, staff and students, developed this plan with multiple opportunities for feedback from the campus community. Also, this plan was developed using results of the 2016-17 campus climate survey and multiple other surveys pertaining to diversity and inclusion on our campus.

Our nine page plan includes the guiding principles for its development, profiles the diversity of the UB community, and articulates 5 goals focused on developing a more welcoming and inclusive campus community, increasing the diversity of faculty, maintaining and advancing the diversity of our staff, developing more culturally relevant programming, working with our alumni and community partners to help ensure that our students are prepared to live and lead in a diverse, multicultural global environment and the process for reporting hate crimes.

The University of Baltimore's plan for a program of cultural diversity that enhances cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff is included in the Appendix.

Section III: Demographic Data

The demographic data is provided in separate student (Table 3), faculty (Table 4), and staff (Table 5) demographic data and attached in the appendix.

Appendix - Institutional Plan

THE UNIVERSITY OF BALTIMORE

BUILDING ON A STRONG FOUNDATION: A STRATEGY FOR ENHANCING UB'S LEADERSHIP IN DIVERSITY AND INCLUSION FY 2019 – FY 2013

BACKGROUND and ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PRIORITIES

Students, faculty and staff live and work in a world that is global, connected, and diverse. As such, our individual and collective responsibility is to foster understanding and acceptance of differences in race, ethnicity, culture, religion, preference, and ability. It is for this reason that the University of Baltimore's strategic plan, Re-Imagining UB: 2018-2023, has solidified its commitment to diversity, equity, and inclusion. The sixth goal of the plan states:

“UB fosters a diverse community of students, faculty, and staff. The experiences, perspectives, and contributions of all individuals are valued and deemed critical to intellectual growth. We will continue our commitment to supporting diverse ideas, experiences, and perspectives that strengthen professional, intellectual, and cultural agility.”

Integral to this goal is an insistence on academic rigor, accountability, and assessment coupled with an unwavering commitment to serve students from all backgrounds supported by a highly diverse and qualified faculty and staff. A campus community rich in intellectual, cultural, and ethnic diversity promotes the exchange of ideas and knowledge, provides a profound learning experience for students, creates a better teaching and scholarly experience for faculty, leads to a more productive and supportive working experience for staff, and strengthens community engagement and outreach.

Diversity is defined at UB in its fullest scope, embracing not only racial and ethnic groups and individuals who are or have been underrepresented in higher education, but also including religious affiliation, sexual orientation and gender identity, disability, foreign nationality, economic status, non-traditional student status, and other important characteristics. Inclusion describes the active, intentional, and ongoing engagement with diversity – in people, in the curriculum, in the co-curriculum, and in communities (e.g. intellectual, social, cultural, geographic) with which individuals might connect.

Creating a culture that is free from discrimination, appreciative of new ideas and capabilities, and is attentive to the need to deliver innovative, targeted and, as appropriate, corrective approaches to learning, teaching, research, and support services is central to UB's mission and success. Equally important is the preparation of our students to become resilient in leading and managing a diverse and changing workplace and society.

This diversity plan, therefore, seeks to develop a strategic framework to identify and address practices and policies that are barriers to diversity, equity, and inclusion, particularly in the integral areas of student success and a diversified employee talent pool. In order to foster diversity and create inclusive excellence, the University embraces the following principles:

1. A shared understanding of a comprehensive, innovative, integrated approach to inclusivity in all aspects of university operations and a culture of shared responsibility, making all members of

Appendix - Institutional Plan

the university community integral to fostering the achievement of a diverse, equitable, supportive, and inclusive community.

2. A campus climate that acknowledges, welcomes, supports, and celebrates diversity, equity and inclusion among students, faculty and staff.
3. Recognizing that we are part of a global community, a commitment to strengthen and support programs and activities that promote cross-cultural understanding and global perspectives.
4. Diversifying the University's workforce through the development and implementation of a strategy for the recruitment, retention, and advancement of underrepresented and culturally competent faculty and staff.
5. The infusion of diversity-content in the academic curriculum and co-curricular programs.

THE UNIVERSITY'S DIVERSITY PROFILE

There has been significant racial and ethnic diversification in UB's student body over the last ten years. The number of undergraduate students who identify as one of the racial and ethnic groups that we count as underrepresented has increased from 63% to 68%, with African-American students now representing 48% of the undergraduate student body. Hiring and maintaining a diverse workforce remains one of the most difficult diversity-related challenges at the University, particularly in regard to tenure and tenure-track faculty, only 24% are from underrepresented minorities. The staff's racial and ethnic distribution largely reflects that of the State of Maryland. The racial and ethnic profile of our students, faculty, and staff is provided below.

A. Student Demographics

Enrollment at the University of Baltimore is the most diverse of Maryland's public 4-year universities, as measured by the Campus Diversity Index¹, attracting an exceptionally diverse student body relative to race and socio-economic circumstances. UB serves the working-age population of Baltimore and Maryland (average age for undergraduate students is 27; graduate, 32; and law 28) with a majority of students (90%) living in Maryland. Female students represent the majority of students; 58% at the undergraduate level and 60% at the graduate level. The majority of students are Pell-eligible.

There has been a remarkable increase in the percentage of undergraduate African American students from almost 35% in 2008 to 48% in 2017. The percentage of Hispanic students remains small at less than four percent. Additionally, the percentage of students identifying as two or more races has increased to 4.6% in 2017, making it nearly as prevalent as the Hispanic (3.9%) and Asian (4.6%) populations.

The growth in the percentage of African American students at the graduate level, while not as steep as the undergraduate level, still recorded remarkable gains from almost 22% in 2008 to approximately 39% in 2017, a 17% point gain. Tables 1A and 1B profile the racial and ethnic diversity of UB's undergraduate and graduate student population over the last ten years, respectively.

¹ UB's Diversity Index is 49.6% in Fall 2016. A score of 50% shows an equal balance among the racial groups; a score of 0% shows only a single racial group. Scores in Maryland public 4-year universities range from 5.2% to 49.6%.

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Table 1A: Student Race and Ethnicity Report	Undergraduate %			
	Fall '08	Fall '12	Fall '16	Fall '17
African-American/Black	34.7%	46.3%	48.5%	48.0%
American Indian or Alaskan Native	0.5%	0.4%	0.4%	0.5%
Asian	4.4%	4.3%	4.7%	4.6%
Hispanic/Latino	2.6%	4.5%	4.4%	3.9%
White	37.1%	37.3%	33.2%	32.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.3%	0.5%
Two or More races	0.0%	2.4%	4.1%	4.6%
Did not Self identify	20.7%	4.5%	4.3%	5.8%
Total	100.0%	100.0%	100.0%	100.0%

Table 1B: Student Race and Ethnicity Report	Graduate %			
	Fall '08	Fall '12	Fall '16	Fall '17
African-American/Black	21.9%	28.2%	37.4%	38.8%
American Indian or Alaskan Native	0.3%	0.3%	0.2%	0.3%
Asian	5.5%	4.3%	4.8%	4.6%
Hispanic/Latino	2.2%	4.5%	3.5%	3.2%
White	47.2%	53.9%	45.6%	45.0%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.0%	0.1%
Two or More races	0.0%	2.0%	3.1%	2.6%
Did not Self identify	23.0%	6.7%	5.4%	5.3%
Total	100.0%	100.0%	100.0%	100.0%

B. Staff Demographics

The employment of African-American staff over the last 10 years has decreased slightly from 39.1% in 2008 to 36.5% in 2017. The staff racial and ethnic distribution largely reflects that of the State of Maryland. At 63%, female employees continue to fill the majority of staff roles.

Table 2: Staff Race and Ethnicity	Staff %			
	Fall '08	Fall '12	Fall '16	Fall '17
African-American/Black	39.1%	34.8%	38.9%	36.5%
Asian	2.5%	3.2%	4.1%	3.7%
Hispanic/Latino	1.4%	2.1%	1.8%	1.8%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.0%	0.0%
Two or More races	0.0%	0.5%	2.0%	1.4%
White	56.7%	57.1%	50.1%	52.5%
Did not Self identify	0.2%	2.1%	3.1%	4.1%
Total	100.0%	100.0%	100.0%	100.0%

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Faculty Demographics

Underrepresented minority groups represent 58 percent of UB's undergraduate and graduate student populations. As such, UB must do a better job of preparing and hiring more persons from these groups for faculty positions in order to provide diverse role models for our students. More compelling, however, is the argument that all students are better educated and better prepared for leadership, citizenship, and professional competitiveness when they are exposed to diverse perspectives in their classrooms.

National data indicate that only 12% of the full-time faculty in U.S. degree granting universities are from underrepresented minorities (Digest of Educational Statistics, 2017). While the percent of underrepresented faculty at UB exceeds the national average, it is evident that more work needs to be done to more closely align the diversity of faculty to that of our students.

Table 3A shows that less than 24% of tenured/tenure track (T/TT) faculty are from underrepresented groups. This percentage differs significantly across the academic divisions with minority faculty representing 54% of MSB faculty, 23% of CPA faculty, 16% of law faculty, 10% of CAS faculty, and 9% of Langsdale Librarians. African-Americans represent 8.4% of the T/TT faculty at UB, though this percentage varies across the university; 14% in CPA, 12% in law school, 8% in MSB, 5% in CAS and 1% in Langsdale Library. Table 3B, however, shows that the percentage of underrepresented faculty with other tenured status (i.e., adjunct, lecturers) saw a significant increase from 16.0% in 2008 to 35.8% in 2017. Continued diversification of our full-time and part-time faculty is an important goal moving forward.

The faculty distribution by gender for the tenure/tenure track faculty has recorded significant changes. The percentage of female faculty increased from 36% in 2008 to 45% in 2017.

Table 3A: Faculty Race and Ethnicity	Tenured/Tenured Track #			
	Fall '08	Fall '12	Fall '16	Fall '17
African-American/Black	8.5%	9.6%	8.2%	8.4%
Asian	9.2%	6.6%	9.4%	9.0%
Hispanic/Latino	2.8%	3.0%	2.5%	3.2%
White	79.6%	77.8%	79.2%	76.1%
Did not Self identify	0.0%	3.0%	0.6%	3.2%
Total	100.0%	100.0%	100.0%	100.0%

Table 3B: Faculty Race and Ethnicity	Other Tenured Status			
	Fall '08	Fall '12	Fall '16	Fall '17
African-American/Black	11.8%	12.3%	19.8%	19.0%
Asian	3.4%	5.5%	2.8%	4.9%
Hispanic/Latino	0.8%	1.3%	2.0%	3.0%
Two or More races	0.0%	0.0%	1.6%	1.5%
White	84.0%	80.1%	69.4%	64.2%
Did not Self identify	0.0%	0.8%	4.4%	7.5%
Total	100.0%	100.0%	100.0%	100.0%

Appendix - Institutional Plan

UNIVERSITY DIVERSITY GOALS AND STRATEGIES

Although the University can point to numerous diversity and inclusion indicators of success, its goal is to be an innovative diversity leader within the University System of Maryland. To support this objective, five goals have been established. The first is to intentionally create a University that is respectful of differences and inclusive of all people. The second commits the University to strengthening faculty diversity, given the disparity between the profile of students and tenure/tenure-track faculty. Ensuring that UB's staff profile continues to reflect the diversity of Maryland's demographics is the cornerstone of the third goal. The fourth goal focuses on improving inclusivity by incorporating diversity and inclusion in significant ways in teaching, learning, and research and support services. The final goal builds on UB's legacy of community engagement by building upon existing partnerships with community and alumni to enhance the University's commitment to and work with diverse populations.

Implementation of the plan will begin AY 2018-19, continuing through AY 2022-23. Senior leadership, in collaboration with the campus community, will establish annual priorities from this plan.

Goal 1: Intentionally foster and sustain a welcoming campus environment based on the principles of equity and inclusion to create an environment that is respectful of differences and promotes the safety and security of all people.

Strategy 1: Build and maintain an infrastructure that supports and promotes inclusion

- Assign the Director of the Diversity and Culture Center and the University Culture and Diversity Committee with the responsibility to sustain diversity and inclusion initiatives and support the implementation and monitoring of the diversity and inclusion plan.
- Analyze USM Data Journal and Maryland demographic data annually to assess achievement of goals to diversify faculty and staff, and develop metrics and trend data to monitor progress.
- Enhance the physical and technological infrastructure to provide accessibility for all members.
- Update existing, and create new, university procedures and policies to better meet the needs of students, faculty and staff in underrepresented groups that are not well-served by current systems.
- Develop a healthier, collegial working environment through better communication of and training in system, university and college-level policies; ensure mandatory training for all supervisors and academic leaders (e.g., deans, chairs, directors).
- Identify Ombudsperson(s) to serve as an impartial intermediary to mediate disputes and investigate and address complaints.

Strategy 2: Develop quantitative and qualitative metrics to better understand the state of diversity and inclusion at UB.

- Assess UB with regard to the [Multicultural Organization Development Model](#)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.

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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.

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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.

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Strategy 3: Develop a faculty retention and advancement plan for women and underrepresented groups

- Educate chairs, program directors, and faculty mentors to ensure support for female and other underrepresented faculty groups.
- Secure funding for Welcome Fellowship Grants: A competitive fellowship program for new tenure-track faculty from underrepresented groups. Each award provides \$10,000 to support the faculty member's research and scholarship over their first three years as an Assistant Professor.
- Secure funding to attract visiting scholars from underrepresented groups.
- Offer targeted professional development workshops, which focus on issues of interest to underrepresented faculty.
- Develop a leadership training program for recently tenured and promoted faculty to support their advancement in their professions and in the academy.
- Develop a University Faculty Award that recognizes faculty engagement in research, creative expression and/or service to promote diversity, equity, justice, and inclusion.

Goal 3: Recruit and retain a diverse workforce and ensure that UB's staff profile reflects the diversity of Maryland's demographics.

Strategy 1: Develop a staff diversity recruitment and retention plan

- Developing a clear and consistent message to administration, faculty, and staff that having a diverse workforce an institutional priority, therefore each division will develop a plan to increase diversity.
- Enhance training for search committees, including mandatory diversity recruitment training and implicit bias training.
- Include diversity statement and definition in job descriptions.
- Enhance recruitment plans to expand the number of qualified minorities in applicant pools.

Strategy 2: Develop a retention and advancement plan for underrepresented groups

- Find and create opportunities for career advancement and professional development of women and members of underrepresented groups, such as succession planning, job shadowing, interim appointments, and mentoring.
- Offer enhanced coaching and advice regarding career opportunities, planning and development.
- Develop a University Staff Award that recognizes staff efforts to promote diversity, equity, and inclusion.
- Support the professional development of staff at a level of parity with faculty development.

Goal 4: Prepare our students to lead and manage in a diverse and changing society by incorporating diversity and inclusion in significant ways in teaching, learning, and research

Strategy 1: Support continued development of curriculum and service that address issues of structural diversity, equity, and inclusion.

- Recognize diversity and inclusion contributions in annual performance evaluations for all.

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- CELTT will sponsor a series on culturally responsive and inclusive teaching and employment of relevant pedagogy.
- Evaluate other mechanisms to promote diversity (e.g., Diversity and Inclusion Certificate, online resources to share successful inclusive teaching strategies; “Difficult Dialogues” series).
- Support the development of courses that meet the diversity and global perspectives requirement.
- Develop applied research opportunities in collaboration with university partners to provide meaningful undergraduate and graduate research opportunities based upon diverse communities.

Strategy 2: Build on co-curricular programming that engages campus community members in the challenges and rewards of valuing diversity.

- Support capacity building and high-quality training for professionals who work in student services.
- Strengthen and expand student leadership training related to diversity, equity, and inclusion; and explore the development of a USM badge.
- Redesign the current student organization training to include a diversity and inclusion module that will address diversity from a broad perspective.

Strategy 3: Monitor and continue to invest in closing the achievement gap and increasing the retention and graduation rates of underrepresented groups in undergraduate, graduate, and professional degree programs. (Note: See Student Success Plan for details)

Goal 5: Build upon existing partnerships and create new partnerships that enhance the University’s commitment to and work with diverse populations

Strategy 1: Work to develop opportunities for alumni to contribute in multiple ways to increase access, cultivate a culture of inclusive learning, support systemic transformation, and strengthen relationships with alumni from underrepresented groups.

- Acknowledge and affirm the diversity of experiences among UB alumni, including injustices in need of reconciliation.
- Implement inclusive customer service training for all staff members to equip them with tools to support prospective students and community members from all identities and backgrounds.
- Build institutional identity among underrepresented students as future UB alumni and support and strengthen mentorship opportunities for alumni and students.
- Develop active affinity groups and cultivate alumni financial giving culture that enhances diversity efforts.

Strategy 2: Enhance partnerships with local organizations to provide information and community resource materials to new faculty, administrators, and staff that may address the needs of potential employers (e.g., employment opportunities for spouse/partners, housing, religious affiliation, and social integration in the region).

Strategy 3: Build B-Power initiative to intentionally provide greater access to higher education to students from underrepresented groups.

Appendix - Demographic Data

Section III: Demographic Data

	TABLE 3: Comparison Table for Undergraduate Students															
	Baseline: 2008-2009				2010-2011				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	918	34.7%	292	626	1,350	42.3%	449	901	1,539	48.5%	538	1,001	1,389	48.0%	473	916
American Indian or Alaskan Native	13	0.5%	8	5	19	0.6%	11	8	13	0.4%	7	6	15	0.5%	9	6
Asian	116	4.4%	59	57	145	4.5%	86	59	150	4.7%	67	83	133	4.6%	53	80
Hispanic/Latino	70	2.6%	27	43	95	3.0%	40	55	141	4.4%	67	74	113	3.9%	61	52
White	982	37.1%	487	495	1,154	36.2%	628	526	1,053	33.2%	544	509	930	32.1%	473	457
Native Hawaiian or Pacific Islander	-		-	-	4	0.1%	4	-	9	0.3%	2	7	15	0.5%	6	9
Two or More races	-		-	-	38	1.2%	11	27	130	4.1%	54	76	132	4.6%	67	65
Did not Self identify	547	20.7%	247	300	384	12.0%	161	223	135	4.3%	61	74	168	5.8%	71	97
Total	2,646	100.0%	1,120	1,526	3,189	100.0%	1,390	1,799	3,170	100.0%	1,340	1,830	2,895	100.0%	1,213	1,682

	TABLE 3: Comparison Table for Graduate Students															
	Baseline: 2008-2009				2010-2011				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	649	21.9%	175	474	744	23.7%	223	521	974	37.4%	282	692	976	38.8%	295	681
American Indian or Alaskan Native	8	0.3%	1	7	7	0.2%	4	3	5	0.2%	3	2	8	0.3%	4	4
Asian	162	5.5%	76	86	149	4.7%	63	86	126	4.8%	62	64	116	4.6%	54	62
Hispanic/Latino	66	2.2%	24	42	85	2.7%	37	48	90	3.5%	32	58	80	3.2%	39	41
White	1,400	47.2%	670	730	1,654	52.7%	794	860	1,188	45.6%	558	630	1,131	45.0%	505	626
Native Hawaiian or Pacific Islander	-		-	-	4	0.1%	1	3	1	0.0%	1		3	0.1%	2	1
Two or More races	-		-	-	33	1.1%	9	24	80	3.1%	29	51	66	2.6%	24	42
Did not Self identify	682	23.0%	303	379	462	14.7%	215	247	141	5.4%	65	76	134	5.3%	49	85
Total	2,967	100.0%	1,249	1,718	3,138	100.0%	1,346	1,792	2,605	100.0%	1,032	1,573	2,514	100.0%	972	1,542

Appendix - Demographic Data

	TABLE 4: <i>Comparison</i> Table for Tenured/Tenured Track															
	Baseline: 2008-2009				2010-2011				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	12	8.5%	8	4	12	8.3%	7	5	13	8.2%	5	8	13	8.4%	5	8
American Indian or Alaskan Native	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0		0.0%		
Asian	13	9.2%	9	4	9	6.2%	5	4	15	9.4%	7	8	14	9.0%	7	7
Hispanic/Latino	4	2.8%	1	3	4	2.8%	1	3	4	2.5%	1	3	5	3.2%	1	4
White	113	79.6%	73	40	114	78.6%	69	45	126	79.2%	78	48	118	76.1%	70	48
Native Hawaiian or Pacific Islander	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0		0.0%		
Two or More races	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0		0.0%		
Did not Self identify	0	0.0%	0	0	6	4.1%	5	1	1	0.6%	1	0	5	3.2%	3	2
Total	142	100.0%	91	51	145	100.0%	87	58	159	100.0%	92	67	155	100.0%	86	69

	TABLE 4: <i>Comparison</i> Table for Other Tenured Status															
	Baseline: 2008-2009				2010-2011				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	28	11.8%	16	12	33	12.7%	19	14	50	19.8%	25	25	51	19.0%	26	25
American Indian or Alaskan Native	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Asian	8	3.4%	4	4	9	3.5%	4	5	7	2.8%	4	3	13	4.9%	8	5
Hispanic/Latino	2	0.8%	1	1	1	0.4%	1	0	5	2.0%	4	1	8	3.0%	5	3
White	199	84.0%	124	75	207	79.9%	121	86	175	69.4%	113	62	172	64.2%	101	71
Native Hawaiian or Pacific Islander	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Two or More races	0	0.0%	0	0	0	0.0%	0	0	4	1.6%	3	1	4	1.5%	3	1
Did not Self identify	0	0.0%	0	0	9	3.5%	6	3	11	4.4%	5	6	20	7.5%	14	6
Total	237	100.0%	145	92	259	100.0%	151	108	252	100.0%	154	98	268	100.0%	157	111

Appendix - Demographic Data

	Table 5: <i>Comparson</i> Table for Staff															
	Baseline: 2008-2009				2010-2011				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	231	39.1%	65	166	228	37.1%	59	169	199	38.9%	62	137	186	36.5%	54	132
American Indian or Alaskan Native	1	0.2%	1	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Asian	15	2.5%	8	7	17	2.8%	9	8	21	4.1%	12	9	19	3.7%	11	8
Hispanic/Latino	8	1.4%	3	5	9	1.5%	4	5	9	1.8%	6	3	9	1.8%	6	3
White	335	56.7%	144	191	340	55.3%	150	190	256	50.1%	105	151	267	52.5%	107	160
Native Hawaiian or Pacific Islander	0	0.0%	0	1	1	0.2%	0	1	0	0.0%	0	0	0	0.0%	0	0
Two or More races	0	0.0%	0	0	2	0.3%	1	1	10	2.0%	6	4	7	1.4%	5	2
Did not Self identify	1	0.2%	0	0	18	2.9%	9	9	16	3.1%	7	9	21	4.1%	6	15
Total	591	100.0%	221	370	615	100.0%	232	383	511	100.0%	198	313	509	100.0%	189	320



2017-2018

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

Institution: University of Maryland, Baltimore Date Submitted: June 29, 2018

Point(s) of Contact (names and email addresses): Gregory C. Spengler (gspengler@umaryland.edu) or Dr. Roger J. Ward (rward@umaryland.edu)

Section I: Progress Report: §11-406 of the Education Article states that each public institution of higher education in the State shall submit a progress report regarding the institution’s implementation of a plan for a program of cultural diversity. Progress on the following institutional goals should be reported:

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.

Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery.

Section I - Table 1: Reporting of Institutional Goal 1

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.			
Timeline for meeting goal within the diversity plan: <u>varies; items include ongoing and new initiatives</u>			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. HBCUs must provide information on efforts designed to diversify campus by attracting students, administrative staff, and faculty who do not identify as African American.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
Enhance services delivered to international students and scholars by August 2020 through reengineering the business process for recruitment and retention of international employees	<ul style="list-style-type: none"> Full implementation of electronic visa request processes through OIS case management solution (Sunapsis) Design, develop and deliver training to HR/Payroll representatives in UMB 	<ul style="list-style-type: none"> OIS developed electronic visa request forms (eforms) during the 2017-2018 academic year. HR/Payroll representatives for UMB schools, departments and divisions have participated in training in order to use the 	<ul style="list-style-type: none"> Continuously monitor the new eform process to ensure continued success. Work with academic administration and Central HR/Payroll to

	<p>schools, departments and divisions that comprehensively describes the cycle related to the appointment, immigration sponsorship and payroll/tax issues with international scholars.</p> <ul style="list-style-type: none"> Collaborate with HRS to identify and address areas where onboarding can be improved for international employees. 	<p>new eform processes. Paper-based visa requests will no longer be accepted effective 7/1/18.</p>	<p>address the other two items.</p>
<p>School of Dentistry participated in annual presentation to the Meyerhoff Scholars at UMBC (School of Dentistry).</p>	<ul style="list-style-type: none"> Number of program applicants as a result of the program Amount of current underrepresented minorities in SOD in comparison to other dental programs 	<ul style="list-style-type: none"> UMB is outpacing other dental programs by 5% 	<p>Tracking program participants to learn where they ultimately enroll for school</p>
<p>Student National Dental Association (SNDA) hosted Impressions Day – an annual event that exposes college students from targeted populations (underrepresented backgrounds and non-traditional students) to the field of dentistry (School of Dentistry).</p>	<ul style="list-style-type: none"> Number of participants Number of program applicants as a result of the program Amount of current underrepresented minorities in SOD in comparison to other dental programs 	<ul style="list-style-type: none"> 75 – 100 participants UMB is outpacing other dental programs by 5% 	<p>Tracking program participants to learn where they ultimately enroll for school</p>
<p>Attended the annual Increasing Diversity in Dentistry (IDIN) Fair at Morehouse College. This was the first year attending and information was presented to 3rd and 4th year college students, post-baccalaureate students, and students currently enrolled in MS programs (School of Dentistry).</p>	<ul style="list-style-type: none"> Number of program applicants as a result of the program Amount of current underrepresented minorities in SOD in comparison to other dental programs 	<ul style="list-style-type: none"> UMB is outpacing other dental programs by 5% 	<p>Tracking program participants to learn where they ultimately enroll for school</p>
<p>The SNDA, in conjunction with the PreDental Society at UMBC, participated in the Generation</p>	<ul style="list-style-type: none"> Number of program applicants as a result of the program 	<ul style="list-style-type: none"> No data to report at this time 	<p>Tracking program participants to learn where</p>

NexT mentoring program at Vivien T. Thomas Academy (School of Dentistry).			they ultimately enroll for school
SNDA and UMBC hosted the Upward Bound Mini Impressions Day and presented on real health topics to high school students (School of Dentistry).	<ul style="list-style-type: none"> • Number of program applicants as a result of the program 	<ul style="list-style-type: none"> • Impact will remain unknown for 4 – 8 years 	Determine a means for offering academic mentoring through high school and college
SNDA partnered with a Girl Scout troop in Baltimore City to provide an oral hygiene presentation (School of Dentistry).	<ul style="list-style-type: none"> • Number of program applicants as a result of the program 	<ul style="list-style-type: none"> • Impact will remain unknown for 4 – 8 years 	Determine a means for offering academic mentoring through high school and college
Sponsored a group of middle school students involved in UMB summer camp to expose them to dentistry through oral hygiene information and dental materials projects which included hand impressions with a dental alginate material (School of Dentistry).	<ul style="list-style-type: none"> • Number of program applicants as a result of the program 	<ul style="list-style-type: none"> • Impact will remain unknown for 4 – 8 years 	Determine a means for offering academic mentoring through high school and college
Invited a speaker to campus to address the issue of implicit bias and how it relates to hiring practices (School of Pharmacy).	<ul style="list-style-type: none"> • Increase in representation among various underrepresented groups 	<ul style="list-style-type: none"> • Data are not currently available 	Need additional administrative support to continue data management and analysis
Campus visits and Admissions presentations at area HBCUs (School of Medicine)	<ul style="list-style-type: none"> • Number of HBCU campus visits • Estimated number of attendees engaged at each visit and recruitment event 	<ul style="list-style-type: none"> • Data are not currently available 	Need additional administrative support to continue data management and analysis
Campus visits and Admissions presentations for UMCP Charles R. Drew Pre-Medical Society and UMBC Meyerhoff Program (School of Medicine).	<ul style="list-style-type: none"> • Number of UMCP and UMBC campus visits • Estimated number of attendees engaged at each visit and recruitment event 	<ul style="list-style-type: none"> • Data are not currently available 	Need additional administrative support to continue data management and analysis
Recruitment tables at national and regional conferences targeting outreach to underrepresented students including Student National Medical Association (SNMA) and <i>Latino Medical Student Association</i> (LMSA) conferences, National Hispanic Medical association (NHMA) conference, and City College recruitment fair in New York City (School of Medicine).	<ul style="list-style-type: none"> • Estimated number of attendees engaged at each visit and recruitment event 	<ul style="list-style-type: none"> • Data are not currently available 	Need additional administrative support to continue data management and analysis

The School of Nursing increased recruitment efforts of graduate students since 2017 from traditionally underrepresented populations. We have been doing this through targeted recruitment efforts at minority-serving institutions and organizations.	<ul style="list-style-type: none"> Increased student enrollment from historically underrepresented groups in masters/doctoral programs. 	<ul style="list-style-type: none"> Given that new efforts were made this past recruitment cycle, we will be unable to measure the success of this intervention until data is gathered for census in Fall 2018 and Fall 2019. 	
Targeted student recruitment at HBCUs (Carey School of Law).	<ul style="list-style-type: none"> Number of universities/colleges visited 	<ul style="list-style-type: none"> 11 	<ul style="list-style-type: none"> Focus effort beyond the east coast Plan to visit an additional 10 minority serving institutions in the upcoming year
Targeted student recruitment at HSIs (Carey School of Law).	<ul style="list-style-type: none"> Number of universities/colleges visited 	<ul style="list-style-type: none"> 8 	Plan to visit an additional 10 minority serving institutions in the upcoming year
Attend conferences and recruitment fairs focused on recruiting traditionally underrepresented groups interested in careers in law (Carey School of Law).	<ul style="list-style-type: none"> Number of fairs attended 	<ul style="list-style-type: none"> 15 	
Host single-day pipeline events in the Baltimore Metro area (Carey School of Law).	<ul style="list-style-type: none"> Number of events organized 	<ul style="list-style-type: none"> 3 	
Coordinate with partners to host events of various sizes aimed at promoting law careers to traditional underrepresented populations. This includes, the Hispanic National Bar Association's Summer Camp, Baltimore City Teen Court, Baltimore City Urban Debate League, Law Links Law & Leadership Institute, and others (Carey School of Law).	<ul style="list-style-type: none"> Number of events 	<ul style="list-style-type: none"> 8 	
Advertising position vacancies in diversity publications including Insight into Diversity, DiverseEducation.com, Maryland Workforce Exchange (School of Nursing).	% change of underrepresented minorities in full time professor positions over the past three years	We have seen a 6% increase in the number of underrepresented minorities in full-time professional positions over the past three years	Continue to strengthen our diversity recruitment efforts for faculty recruitment
Developing clear career paths for staff (School of Nursing).	% of promotions	Progress data to be determined	Continue to strengthen efforts to promote clear career paths for staff

Section I - Table 2: Reporting of Institutional Goal 2

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.			
Timeline for meeting goal within the diversity plan: <u>varies; items include ongoing and new initiatives</u>			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: <ul style="list-style-type: none"> • faculty and staff cultural training programs; • curricular initiatives that promote cultural diversity in the classroom; and • co-curricular programming for students. 	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
Increase the number of faculty and staff who have completed diversity and inclusion trainings (School of Social Work)	Percent increase	First year of implementation – no data available	Explore ways to accurately track attendance for activities within and outside of the SSW
Promote knowledge, expertise and career development in CITS by encouraging every staff member to attend at least one professional development opportunity during each year through FY 2021 and beyond (Center for Information Technology Services).	Participation in professional development opportunity	No data to report at this time	
Foster a culture that embodies the University's core values and that enables and encourages members of the School's community to achieve their highest potential (School of Dentistry)	Number of trainings and programs	No data to report at this time	
Create a setting to foster increased global literacy, connect UMB students with meaningful opportunities abroad, and provide opportunities for students from countries other than the USA to interact with UMB by August 2020 through the development of an International Exchange fellowship program (Academic Affairs).	Create a formal exchange program	No update available at this time	
Developing strategic partnerships with universities abroad (Academic Affairs).	Create formal relationship with university/universities abroad	Relationships established with Coventry University, Haifa University in Israel, the University of Gambia, and the University of Malawi Chancellor College of Law, and others.	

Create an academic program that will enhance the cultural competency of students, faculty, and staff (Graduate School).	Author a proposal for a Post-Baccalaureate Certificate (PBC) in Intercultural Leadership and submit the proposal to MHEC	PBC proposal was written, approved by graduate council and submitted to MHEC on 5/18	
The HS/HSL Staff Education and Training committee will provide at least one training activity on cultural competency (Human Sciences and Human Service Library).	Number of events held	No data to report at this time	
Pilot a cultural responsiveness training program open to all staff and faculty (Campus Life Services – Interprofessional Student Learning & Service Initiatives).	<ul style="list-style-type: none"> • Launching of program • Recruit 14 participants • Retention Rate 	<ul style="list-style-type: none"> • The Safety Pin Initiative was successfully launched on 10/17 • 16 participants recruited • 87.5% retention rate 	Expansion of program is being evaluated
Develop one enduring outreach activity supported by faculty, staff, students, alumni, and community partners (School of Pharmacy)	Participation rate Increase in benchmark participation rate	No data to report at this time	Benchmark needs to be established
Expand and promote cultural competence in the Center for Information Technology Services (CITS) by celebrating a climate of diversity and inclusion and inviting a member(s) of the UMB Diversity Advisory Council to speak at an all-staff meeting each year, from FY 2018 to FY 2021 (Center for Information Technology Services).	Number of annual presentations by DAC at CITS all-staff meetings	The Diversity Advisory Council presented to CITS in April 2018	
International Student Mentor Program seeks to match up new international students with continuing UMB students. Program is designed to facilitate intercultural communication and relationship building across cultural lines.	Number and composition of mentors and mentees in program, frequency of contact between mentors and mentees, evaluate development of intercultural communication skills.	1/3 of mentors during the 2017-2018 identified as U.S. students; in years past, only international students served as mentors. OIS increased the number of social events organized for this group of students.	Develop learning outcomes for program and conduct assessment throughout the year to determine how mentors and mentees evaluate the program.
Global Conversations Program identifies and trains volunteer facilitators to deliver a weekly conversation program with up to five international students and scholars in a group. Provides informal opportunities for international students and scholars to develop their English conversation skills in a small group environment by discussing topics of interest, interprofessionally and interculturality.	Number of groups on campus. Retention of participants over the course of the semester. Survey of participants and facilitators to determine overall satisfaction with the program and recommendations for improvement.	Piloted this program in the Spring 2018 semester in collaboration with the Writing Center. We do not have assessment data on this program.	

Provide an all-gender restroom (Health Sciences and Human Services Library).	Establishment of restroom	No data to report at this time	
Provide a designated safe space for LGBT+ community in the (Health Sciences and Human Services Library).	Establishment of designed space	No data to report at this time	
Provide, or participate in HR sponsored, learning activities/curriculum designed to give staff the tools, methods, and opportunities to learn about and embrace the cultural diversity of UMB (Administration and Finance).	Completion rate	No data to report at this time	
Create a proposal for advocacy/affinity groups as a means to create a safe space where groups of employees can connect and work together to further UMB's diversity and inclusion mission.	Completion of proposal	No data available; however, proposal was created and presented to the Diversity Advisory Council	The structure for this initiative needs to be established and funding needs to be secured to support existing and future affinity groups
Issued a student campus climate survey in February 2018 through the Education Advisory Board (Campus Life Services)	<ul style="list-style-type: none"> • Response rate • University benchmark for future surveys • Use data to inform diversity strategic plan 	25% response rate from UMB students	Awaiting report from EAB containing comparison data to other schools
LGBT+ Education Programming (Campus Life Services – Interprofessional Student Learning & Service Initiatives).	<ul style="list-style-type: none"> • Number of programs offered • Total number of participants 	<ul style="list-style-type: none"> • 8 programs • 93 participants 	<ul style="list-style-type: none"> • With the current collection of program offerings, increased demand has been placed on office • Adjust content to focus on best practices for serving the LGBT+ community by medical professionals
Safe Space Initiative (Campus Life Services – Interprofessional Student Learning & Service Initiatives).	<ul style="list-style-type: none"> • Number of programs offered • Total number of participants • Number of participants who successfully complete the program sign the ally pledge • Number of individuals trained as facilitators 	<ul style="list-style-type: none"> • 11 programs • 78 total attendees • 25 participants completed the program and signed the ally pledge • 7 individuals completed the Safe Space facilitator training 	Additional attention needs to be made on the individual schools to reach groups that have not participated in trainings

Diversity education co-curricular programming focused on identity and culture (Campus Life Services – Interprofessional Student Learning & Service Initiatives).	<ul style="list-style-type: none"> • Number of programs offered • Total number of program participants 	59 events were offered, 1388 total attendees	Be more collaborative with student groups, staff/faculty groups, and courses.
The School of Pharmacy received positive feedback regarding faculty and staff workplace climate during the 2016 campus climate survey. Since then, held focus groups to determine how to further improve the climate. Plan to develop a program/training to help managers to continue to improve workplace climate (School of Pharmacy).	Compare future campus climate survey results with results from 2016	Next campus climate survey is scheduled for 2019	
Offering unconscious bias education for students, faculty, senior administrative staff, and admissions committee (School of Medicine).	<ul style="list-style-type: none"> • Percentage of faculty and staff who have completed the training • Climate survey results 	Data currently not available	
Programs and services offered through Student National Medical Association (School of Medicine).	<ul style="list-style-type: none"> • Attendance of Annual Banquet • Attendance at events • SNMA member attendance at interview day lunches • Number and attendance of community engagement activities • Faculty/student mentor pairings 	<ul style="list-style-type: none"> • Increased attendance by students at SNMA Annual Banquet • Consistent student presence at SNMA Second Look Day Happy Hour • Consistent SNMA member attendance at interview lunches 	<ul style="list-style-type: none"> • Increase faculty presence at SNMA Annual Banquet • Increase applicant attendance at Second Look Day Happy Hour
Programs and services offered through Latino Medical Student Association (School of Medicine)	Number and attendance of community engagement activities	Consistent number and attendance of community engagement activities	Develop faculty/student mentorship pairings
Programs and services offered through the Meyerhoff Scholars Program (School of Medicine).	Number of recruitment activities including campus visits at UMB and to UMBC	Consistent number of recruitment activities including campus visits at UMB and to UMBC	<ul style="list-style-type: none"> • Increase number of campus visits at UMB and UMBC • Increase Meyerhoff scholars who matriculate to SOM
Programs and services offered through University of Maryland Scholars (School of Medicine).	Number of UM Scholars graduates	Increasing number of UM Scholars graduates	Increase number of UM Scholars graduates continuing to UM SOM

Programs and services offered through the BUILD/ASCEND mentoring program out of Morgan State University to increase diversity in Biomedical Research Workforce (School of Medicine).	Number of interactions with BUILD/ASCEND scholars	Consistent number of interactions with BUILD/ASCEND scholars	Increase number of interactions with BUILD/ASCEND scholars
Programs offered through Continuing Umbrella of Research Experience (CURE) Scholars Program for sixth- to 12 th grade students in West Baltimore for competitive and rewarding research, STEM, health care career opportunities (School of Medicine).	Number of CURE scholar graduates	Growing number of CURE scholar graduates	Increase number of CURE scholar graduates matriculating to UM SOM
Programs and services offered through the Congressman Elijah Cummings' Baltimore Science Internship Program (BSIP) (School of Medicine).	Number of BSIP scholar graduates	Increasing number of BSIP scholar graduates	Increase number of BSIP graduates matriculating to UM SOM
Programs and services offered through the Post-Baccalaureate Research Education Program (PREP) (School of Medicine).	Number of PREP scholar graduates	Increasing number of PREP scholar graduates	Increase number of PREP graduates matriculating to SOM
Programs and services offered through the Bridges to the Doctorate program (School of Medicine).	Number of Bridges to Doctorate scholar graduates	Increasing number of Bridges to Doctorate graduates	Increase number of Bridges to Doctorate graduates matriculating to UM SOM
Programs and services offered through the Nathan Schnaper Intern Program (NSIP) (School of Medicine).	Number of NSIP graduates	Increasing number of NSIP graduates	Increase number of NSIP graduates matriculating to UM SOM
The International Student Mentor Program seeks to match up new international students with continuing UMB students. The program is designed to facilitate intercultural communication and relationship building across cultural lines (Campus Life Services - Office of International Services).	Number and composition of mentors and mentees, frequency of contact between mentors/mentees, evaluate development of intercultural communication skills.	1/3 of mentors during the 2017-2018 identified as U.S. students; in years past, only international students served as mentors. OIS increased the number of social events organized	Develop learning outcomes and conduct assessment throughout the year with mentors and mentees
Global Conversations Program - Provides informal opportunities for international students and scholars to develop their English conversation skills in a small group environment by discussing topics of interest, interprofessionally and interculturally (Campus Life Services - Office of International Services).	Number of groups on campus. Retention of participants over the course of the semester. Survey of participants and facilitators to determine overall satisfaction	Piloted this program in the Spring 2018 semester in collaboration with the Writing Center. We do not have assessment data on this program	
In an effort to reduce barriers to employment and encourage career mobility, <u>career development consultations</u> offered to employees who hold positions that have traditionally had little to no	Number of participants	58 staff members have participated in career development consultations	

career path or make a wage that is equal to the living wage. Majority of employees are members of traditionally underrepresented groups (Human Resource Services - Office of Career Development).			
In an effort to reduce barriers to employment and encourage career mobility, <u>computer classes</u> that introduce tasks necessary for most administrative jobs offered to employees who hold positions that have traditionally had little to no career path or make a wage that is equal to the living wage. The majority of these employees are members of traditionally underrepresented groups (Human Resource Services - Office of Career Development).	Number of participants	20 staff members have participated in the introductory computer classes	
In an effort to reduce barriers to employment and encourage career mobility, <u>internal professional internships</u> offered to employees who hold positions that have traditionally had little to no career path or make a wage that is equal to the living wage. The majority of these employees are members of traditionally underrepresented groups (Human Resource Services - Office of Career Development).	Number of participants	2 staff members were placed in internal internships	
The University has partnered with the City of Baltimore to offer a Live Near Your Work program that offers a maximum of \$16,000 towards the purchase of a home in zip codes close to campus (Human Resource Services).	Number of participants	13 UMB employees have participated in the Live Near Your Work program since January 2018	
Create and deploy a module in PeopleSoft that provides the opportunity to set up career plans and produce Individual Development Plans (IDPs) for employees' career development paths. Additionally, Individual Development Plan (IDP) progress, job move costs, training, employee appraisals, mentoring, and self-implemented career development activities can be tracked (Human Resource Services - Office of Career Development).	Successful creation and deployment of module	Career Plan & Succession module was created and has been deployed. The module is currently being used to as a central repository to capture employee interactions with the Office of Career Development	To use the module to its full capabilities, clarify workflows, update job data, and employee profiles most be accurate in HRMS system - will occur in Phase II of implementation
The Art Speaks Series features an art exhibit highlighting artists within Baltimore/Washington metro area. Artists discuss their individual life	<ul style="list-style-type: none"> • Number of exhibits • Number of artist talks • Number of attendees 	<ul style="list-style-type: none"> • 5 total exhibits • 3 artists have held information sessions 	<ul style="list-style-type: none"> • Opportunities to partner with other campus entities

journeys and the role of culture and identity in their art (Campus Life Services - Event Services).		<ul style="list-style-type: none"> • 110 total event attendees 	<ul style="list-style-type: none"> • Implement assessment tools
Re-establish a National Black Nurses chapter (School of Nursing).	<ul style="list-style-type: none"> • Re-establish chapter • Elect executive board 	<ul style="list-style-type: none"> • Chapter was re-established during AY 2018 • Executive board was elected 	Be more inclusive to other traditionally represented groups
Utilize focus groups to understand diversity and inclusion training wants and needs (School of Nursing).	<ul style="list-style-type: none"> • Hold focus groups • Organize focus group information into themes for use in determining training areas of concentration 	<ul style="list-style-type: none"> • Focus groups were held in April 2018 • Data from focus group is currently being analyzed 	Determine mechanisms for monitoring trainings and measuring improvement
Offer faculty and staff development day during any month with 5 Mondays (School of Nursing).	<ul style="list-style-type: none"> • Offer development days • Secure internal and external experts to discuss diversity and inclusion topics 	<ul style="list-style-type: none"> • Development days held in October 2017 and April 2018 • Secured internal and external experts to present content 	
Establish affinity group that meet monthly for fellowship and to examine ways to improve employee engagement (School of Nursing).	<ul style="list-style-type: none"> • Establish groups • Increased mean score in climate survey 	Three affinity groups were created (Book Club, LGBTQ group, and Positive Black Men)	These groups are fairly new so they are faced with many opportunities
Increase the number of multilingual students served (Campus Life Services - the UMB Writing Center).	Number of total appointments/clients	Increase in total number of appointments and/or clients compared to previous years	Develop training modules on multilingual writers and language diversity for writing consultants
Provide the faculty workshop - Addressing Language Diversity in the Classroom (Campus Life Services - the UMB Writing Center).	<ul style="list-style-type: none"> • Program attendance • Satisfaction surveys 	<ul style="list-style-type: none"> • Faculty representation from all seven UMB schools • High satisfaction levels 	Develop more long-term metrics to measure learning outcomes
Pilot Voxy, an online language-learning platform, for 3-months with the following target population: post-doctoral fellows who self-identify as multilingual learners (Campus Life Services - the UMB Writing Center).	<ul style="list-style-type: none"> • Participation levels • Pre/post language assessment scores • Pre/post-test of participants' comfort level with varying tasks in English • Satisfaction surveys 	<ul style="list-style-type: none"> • Meeting set benchmarks for levels of participation • Increase in language assessment scores • Increase confidence level scores at the end of the program • High satisfaction levels 	Use pilot data to develop a course or co-curricular program to support continued language learning with measurable learning outcomes for all multilingual learners at UMB
The University supports various student affinity groups.	<ul style="list-style-type: none"> • Number of University-wide groups • Number of School-Specific groups 	<ul style="list-style-type: none"> • 6 cultural affinity University-wide student organizations • 34 school-specific affinity organizations 	

The establishment of the UMB Testing Center (TC) for students with disabilities (Campus Life Services - Educational Support and Disability Services).	<ul style="list-style-type: none"> Issue surveys to faculty and students who use the center Pilot to one UMB school Identify software for scheduling appointments 	<ul style="list-style-type: none"> Testing Center piloted with the school of nursing An in-house software will be created to aid in scheduling 	<ul style="list-style-type: none"> Hire Testing Coor. Expand days and hours of availability Roll out TC usage to all UMB schools
Offer academic Coaching services to interested students (Campus Life Services - Educational Support and Disability Services).	<ul style="list-style-type: none"> Annual surveys to students who requested the service Representation of coaching program participants Identify coaches who represent traditionally underrepresented groups 	<ul style="list-style-type: none"> Students survey results: coaching provided safe space to discuss academic challenges Students and coaches tend to have diverse cultural backgrounds 	
Offer Disability Awareness Month workshops and seminars (Campus Life Services - Educational Support and Disability Services).	<ul style="list-style-type: none"> Annual survey to students with disabilities Program attendance 	<ul style="list-style-type: none"> No data available at this time 59 participants 	Create plan to directly measure impact of disability awareness efforts
Leveraging Diversity in the Workplace Learning Path (Human Resource Services)	<ul style="list-style-type: none"> Number of online workshop Workshop completions 	<ul style="list-style-type: none"> 6 workshops 36 workshop completions 	
Culturally Competent Leadership session offered through the Emerging Leaders program (Human Resource Services)	<ul style="list-style-type: none"> Number of participants 	<ul style="list-style-type: none"> 25 participants 	
A Manager's Guide to Diversity, Inclusion, and Accommodation (Human Resource Services)	<ul style="list-style-type: none"> Number of participants 	<ul style="list-style-type: none"> 560 participants 	
The Poverty Simulation offered to help participants better understand how this experience can be applied to access to care and utilization of services (Campus Life Services – ISLSI).	<ul style="list-style-type: none"> Number of offerings Number of participants 	<ul style="list-style-type: none"> 9 offerings 506 participants 	
In AY 2017/2018, the School of Social Work's Student Government Association increased their area of focus and number of events related to social justice initiatives and the enhancement of cultural humility.	Number of participants at each event, student satisfaction surveys, event debriefing with stakeholders	Quantitative survey data	Set specific measurable goals each AY for SGA groups and work towards systematic assessment

Section I - Statement 1: Reporting of Institutional Goal 3

Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery. Do not include statistics.

All campus-based hate crimes are reported through UMB's Police Force.

Section II: Institutional Plan: See Appendix A

Section III: Demographic Data

Institutional demographic data can be found in Appendix B, C, and D for students (Table 3), faculty (Table 4), and staff (Table 5).

Appendix A

Section II: Institutional Plan

Section II: Institutional Plan: §11-406 of the Education Article states that each public institution of higher education in the State shall develop and implement a plan for a program of cultural diversity that enhances cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff at the institution of higher education. The plan should include:

- i. Implementation strategy and a timeline for meeting goals within the plan;
- ii. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations;
- iii. A description of how the institution plans to enhance cultural diversity (if improvement is needed);
- iv. A process for reporting campus-based hate crimes; and
- v. A summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally-diverse student body.

Please submit your narrative Institutional Plan for a Program of Cultural Diversity. Your institutional plan should align with the information you shared in Section I. The Plan should be in an appendix and should not be included in the 12-page maximum.

Mission

The University of Maryland, Baltimore (UMB) is the State's public health, law and human services university devoted to excellence in professional and graduate education, research, patient care, and public service. Six professional schools and a Graduate School confer the majority of health care, human services, and law professional degrees in Maryland each year. As a diverse community of outstanding faculty, staff, and students, and using state-of-the-art technological support, we educate leaders in health care delivery, biomedical science, global health, social work and the law. We are committed to improving the human condition and serving the public good of Maryland and society at-large through education, research, clinical care, and service.

Strategic Plan

The University's current five-year strategic plan provides the framework for achieving this mission and attaining our cultural diversity goals. The 2017-2021 strategic plan was created using an inclusive process involving a 23-member committee with representation from the seven Schools, central administration, faculty, staff, and student government. The plan's essential elements were informed by the University System of Maryland Board of Regents' strategic plan, information from the Middle States reaccreditation process, and feedback from the deans of UMB's seven schools and vice presidents. Faculty, staff, students, partners, and friends assisted with the development of the plan and provided feedback through a variety of settings, including a town hall meeting. Six themes¹ and 28 strategic outcomes were developed with the assistance of and feedback from the UMB campus community:

¹ <https://www.umaryland.edu/about-umb/strategic-plan/themes/>

Theme 1: Health, Justice, and Social Impact

Theme 2: Research and Scholarship

Theme 3: Student Success

Theme 4: Inclusive Excellence

Theme 5: Partnership and Collaboration

Theme 6: Efficiency, Effectiveness, and Assessment

Specifically, the fourth theme of Inclusive Excellence embodies UMB's commitment to enhancing cultural diversity programming and sensitivity to cultural diversity throughout our students, faculty and staff. Tables I and II have highlighted many initiatives and priorities designed to advance the Inclusive Excellence strategic objective and strategic outcomes:

Theme 4: Inclusive Excellence: Strategic Objective

Foster an environment that recognizes and values each member of the UMB community, enabling members to function at their highest potential to achieve their personal and professional goals.

Theme 4: Inclusive Excellence: Strategic Outcomes

1. *Opportunities at UMB that enable faculty, staff, and trainees to excel and advance in their careers.*
2. *Faculty, staff, trainees, and students who are culturally competent in their engagement with each other and those they serve and lead.*
3. *Access to a comprehensive support network at UMB that is responsive and nurturing in promoting work-life and academic-life balance for faculty, staff, trainees, and students.*
4. *An inclusive environment that embraces, celebrates, and promotes UMB's diversity.*

Schools and campus departments have simultaneously engaged in their own strategic planning processes, producing goals aligning with these and other strategic outcomes in UMB's strategic plan. To date, 207 school and departmental level goals supporting UMB's strategic plan have been entered into the University's tracking system. Progress towards attaining these goals is closely monitored by the University's Institutional Effectiveness team. Schools and departments will indicate the completion status of each goal through June 30, 2018 in an initial report of progress due in July 2018.

Core Values

Our core values are inextricably linked to cultural diversity, in that our commitment to accountability, civility, collaboration, diversity, excellence, knowledge, and leadership are at the heart of our mission. The University is committed to a culture that is enriched by diversity and inclusion, in the broadest sense, in its thoughts, actions, and leadership. Our "Diversity" value, as outlined in the UMB publication "Living the Core Values,"² is comprehensive and better positions the institution to achieve its goals:

Diversity is a word often used to describe differences among people in terms of race, creed, or sexual orientation. At UMB, diversity means much more. The UMB campus body is diverse in the aforementioned ways, but also in abilities, backgrounds, values, personalities, thoughts, goals, and aspirations. We strive for common identity and purpose. This requires respect, patience, understanding, courtesy, and civility. We value diversity and unique contributions, fostering a trusting, open, and inclusive environment and treating each member of our UMB community in a manner that incorporates all of our core values. Our clearly defined core values provide a sense of identity, stability, and direction.

UMB strives for diversity among its students, faculty, and employees as well as in the vendors, organizations, and businesses with whom we choose to partner. We prepare our students to thrive in a diverse society and in a world where social interaction, work, and exchange occur across geographical, cultural, and socioeconomic boundaries.

We immerse our students in experiences that expose them to different perspectives and provide them with varied learning opportunities. This exposure is based on the concept of respecting and celebrating individual differences, whether they pertain to a person's ethnicity race, sexual orientation, disability, economic background, political views, or religious beliefs.

Diversity Advisory Council

UMB addresses cultural diversity among its student, faculty, and staff populations through efforts and initiatives from the President's Office, Student Affairs, the seven schools, and programming by our students. Additionally, each of the graduate and professional schools has accreditation standards that include cultural competency and diversity in the forefront of their educational efforts. The Diversity Advisory Council (DAC)³ also plays a leadership role in promoting the University's commitment to diversity, inclusion, and equity. The UMB president appoints one DAC liaison from each of the seven schools. Liaisons are vital partners to the DAC and are instrumental in creating institutional change in the area of Inclusive Excellence. Liaisons are

² <https://www.umaryland.edu/media/umb/president/core-values/UMB-CV-Booklet-WEB-v2.pdf>

³ <http://www.umaryland.edu/diversity/>

responsible for communicating DAC efforts to faculty, staff, and students in their respective schools. Liaisons also facilitate DAC initiatives by acting as the information conduit between the council and their respective schools. The liaison responsibilities include:

- Increase awareness of the DAC in respective schools.
- Support DAC initiatives.
- Assist in promoting and disseminating in a timely manner DAC initiatives in their respective schools.

Campus Initiatives

Due to space limitations, it is not possible to list all of the campus initiatives designed to address cultural diversity among students, faculty, and staff. The following sections highlight specific and particularly noteworthy efforts designed to address and enhance cultural diversity among students, faculty and staff.

Students

Each of the Schools engage in a variety of efforts to recruit, admit, and retain a diverse student body. The Schools and administrative units also provide curricular and co-curricular learning opportunities designed to enhance the cultural competency of students. The campus also provides students with opportunities to engage in service learning experiences within the City of Baltimore and beyond.

In February 2018, UMB administered the Education Advisory Board (EAB) Campus Climate Survey to students to better understand and measure students' experiences, perceptions, and behaviors with respect to diversity and inclusion at UMB. We received a response rate of 25%. These data will assist the University in creating an inclusive campus environment. Student Affairs, the Title IX Coordinator, and the Schools will use these data to inform the tailoring of policies and the development of programming. The University will also consider whether improvements are needed to our campus response to discrimination based on student responses. The results of the survey will continue to be presented to the campus community and will inform the development of additional strategic initiatives.

The campus is exploring the creation of a multicultural center and a food pantry to better meet the needs of our campus community. During Spring 2018, individuals from across campus were identified to serve on a Multicultural Center Taskforce and a Food Security Committee was created. UMB continues to respond to the needs of students, which includes incorporating additional information online regarding campus resources for students who are DACA recipients and undocumented students.

Staff and Faculty

In the spring of 2018, the University Human Resources function conducted an internal focus group on the role of Human Resources in helping to make UMB a more inclusive environment. Based on the results of that focus group and other discussion, University Human Resources has engaged with the Diversity Advisory Council (DAC) to more strongly support the goals established by the DAC. This includes learning and development within the University Human Resources community and school or administrative departments. University Human Resources continues to invest in developing the skills and abilities to support the DAC and make UMB a more diverse and inclusive environment. This is the first time that the University Human

Resources function has taken on a coordinated approach to Diversity and Inclusion. Continued development of both knowledge, services and resources is addressed in the University Human Resources strategic plan.

In 2016 UMB partnered with Gallup, an internationally recognized survey firm, to conduct a university wide climate and employee and student engagement survey. The goal was to better understand how our students, faculty and staff perceive our environment. The survey was conducted in May 2016 and received a response rate of 41% overall. The survey results were shared in a variety of venues in 2016 and 2017. The HR team has presented the 2016 survey results to the leadership of each of the schools and major administrative departments. Each school or administrative department has shared this information within their school to varying degrees according to their own individual plan. In some cases, action plans have been developed to address any issues identified through the 2016 survey.

UMB is on target to resurvey the staff and faculty in the spring of 2019. UMB has learned from the 2016 process of conducting the survey, sharing the data and facilitating actions based on the survey results. In partnership with key stakeholders at UMB, a plan is being developed in the Summer of 2018 to conduct a follow up survey in the Spring of 2019. This will include a series of activities to review the data and actions taken based on the 2016 survey, increase awareness of and promote participation in the 2019 organizational survey, compare the results of 2016 to 2019 and then implement an action planning process to identify opportunities and methods to address identified issues.

Students, Faculty, and Staff

During the 2017-2018 Academic Year, UMB enrolled in the American Council of Education (ACE) Internationalization Lab for the 2018-2020 cycle. This laboratory will place UMB in a cohort with other universities in the U.S. and internationally to work towards comprehensive internationalization. A steering committee and topic-focused sub groups will identify UMB's existing global footprint and develop a strategic plan for internationalization that is tailored to UMB's strengths in teaching, research and service. A major focus of this laboratory includes areas such as recruiting, retaining and supporting international students, increasing the presence of underrepresented minority students in education abroad, integrating global topics into the curriculum, faculty policies that reward global engagement, and promoting intercultural competence through curricular and co-curricular programs. ACE's internationalization lab has a structured timeline in which deliverables are due throughout the 18 month process. The end goal of the lab is the development and approval of a comprehensive internationalization strategic plan that will guide UMB's global initiatives in the future.

Process for Reporting Campus-Based Hate Crimes

The University of Maryland, Baltimore Department of Public Safety adheres to interdepartmental policy and procedures outlined in Written Directive 14.4 entitled, "Clery Reporting Policy" Section II states: "It shall be the policy of the Force to comply with federal laws impacting the daily administration and operation of the UMBPF and to comply with obligations and requirements of the "Clery Act." We publish and distribute an annual "Clery Report" to the US Department of Education. The report identifies campus-based hate crimes as consistent with federal and institutional requirements. The report is published and distributed no later than the 1st of October of each year by the agency's Technical Services and Records Lieutenant or designee, consistent with the mandates of the Jeanne "Clery Act" disclosure of campus policy and campus crime statistics. An annual notice of the availability of the campus crime report is generated and made available to all current students and employees by the Technical Service and Records Lieutenant or designee no later than 10 days from the date of publication of the report by the U.S. Department of Education.

As a public safety organization, the UMB Department of Public Safety provides policy disclosures, collects, classifies and counts crime reports and statistics and issues emergency notifications and timely warnings in addition to retaining certain records for the dissemination of information. The submission of all statistical data is initiated annually by the 1st of August using an electronic online submission to the U.S. Department of Education's website. The submission of all "Clery Act" reportable statistical data including (hate-crimes) is completed annually to comply with the "2008 Amendments to the "Clery Act" which mandates that "Hate Crimes" be reported in the published annual "Clery Act" report.

In addition, in support of the mandated requirements for compliance by the University of Maryland, Baltimore Department of Public Safety, regarding the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act; Title 20, USC, SS 1092 (f), the records section request submission of required reporting from the Baltimore Police Department's Central and Western Districts which surround the University. The agency makes crime logs available to all students, employees, prospective students and prospective employees and members of the public at the Police Communications Center.

Also, the University of Maryland, Baltimore Department of Public Safety, works with the Executive Director of Diversity and Inclusion/Title IX Coordinator. The Executive Director of Diversity and Inclusion/Title IX Coordinator works closely with our agency's Clery and Victim Assistance Coordinators as needed. The Executive Director of Diversity and Inclusion/Title IX Coordinator also manages policies and procedures that permit administrative review and response apart from law enforcement when there is a hate crime including sexual violence. Where the alleged perpetrator is a member of the campus community, Office of Diversity and Inclusion/Title IX can establish a review process that includes assuring accountability for actions substantiated as having occurred. Also, when the impacted party is a member of the campus community, they can provide support and assistance to assure ongoing access to work, school, and other services.

Summary of Any Resources, Including State Grants, Needed by the Institution to Effectively Recruit and Retain a Culturally-Diverse Student Body

UMB professional schools recruit and retain some of the best under-represented minorities, but often times, students are selecting other institutions where they receive a scholarship offer that covers tuition. Our awards across the schools range from \$2,000 to \$35,000. Additional funding would allow us to increase awards to make a meaningful impact in the funding provided to this cohort of students whose presence in the classroom provides a richness to human services and health care educational experience.

Minority students represented 2,887 (43%) of the 6,687 enrollment total during Spring 2018. UMB awarded \$2,501,353 in state funds to 305 students to recruit and retain diverse students in the School of Medicine, School of Dentistry, Carey School of Law, School of Pharmacy, the School of Social Work, and the Department of Medical & Research Technology. Ten percent of the minority students enrolled in Spring 2018 received state funding. Minority diversity differs based on the school and program.

2017-2018 Academic Year Diversity Awards

	Dollar Amount	Number of Students
School of Medicine - MD	\$1,468,750	59
School of Dentistry - DDS	\$407,000	83
Carey School of Law - JD	\$332,963	38
School of Pharmacy - Pharm D	\$136,400	68
School of Social Work - MSW	\$132,500	36
Department of Medical & Research Technology	\$23,740	21
Total Awarded	\$2,501,353	305

Appendix B

Table 3: Student Demographic Information

			Students by Race and Gender			
Year		Race	Total	Pct	Gender	
					F	M
2008	Undergraduate	African American	223	26.1%	53	170
		Asian/Pacific Islander	103	12.1%	12	91
		Hispanic	29	3.4%	8	21
		Native American	4	0.5%	.	4
		Not Reported	77	9.0%	10	67
		White	418	48.9%	49	369
			854		132	722
	Graduate	African American	846	16.0%	178	668
		Asian/Pacific Islander	718	13.5%	254	464
		Hispanic	210	4.0%	66	144
		Native American	15	0.3%	6	9
		Not Reported	384	7.2%	154	230
		White	3129	59.0%	936	2193
			5302		1594	3708
	Total		6156		1726	4430
2009	Undergraduate	African American	208	24.6%	43	165
		Asian/Pacific Islander	115	13.6%	24	91
		Hispanic	31	3.7%	10	21
		Native American	5	0.6%	1	4
		Not Reported	69	8.2%	7	62
		White	416	49.3%	40	376
			844		125	719
	Graduate	African American	895	16.2%	192	703
		Asian/Pacific Islander	779	14.1%	273	506
		Hispanic	208	3.8%	66	142

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		Native American	13	0.2%	3	10
		Not Reported	412	7.4%	165	247
		White	3231	58.3%	993	2238
			5538		1692	3846
	Total		6382		1817	4565
2010	Undergraduate	African American/Black	157	20.3%	32	125
		American Indian/Alaska Native	4	0.5%	.	4
		Asian	102	13.2%	20	82
		Hispanic/Latino	35	4.5%	8	27
		International	26	3.4%	3	23
		Not Reported	12	1.6%	1	11
		Other Pacific Islander	3	0.4%	1	2
		Two or More Races	23	3.0%	3	20
		White	410	53.1%	48	362
			772		116	656
	Graduate	African American/Black	786	14.1%	160	626
		American Indian/Alaska Native	11	0.2%	4	7
		Asian	778	14.0%	269	509
		Hispanic/Latino	237	4.2%	76	161
		International	182	3.3%	76	106
		Not Reported	142	2.5%	54	88
		Other Pacific Islander	4	0.1%	2	2
		Two or More Races	119	2.1%	37	82
		White	3318	59.5%	1055	2263
			5577		1733	3844
	Total		6349		1849	4500
2011	Undergraduate	African American/Black	123	16.8%	34	89
		American Indian/Alaska Native	3	0.4%	2	1
		Asian	100	13.7%	21	79
		Hispanic/Latino	33	4.5%	4	29

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		International	25	3.4%	6	19
		Not Reported	19	2.6%	1	18
		Two or More Races	11	1.5%	3	8
		White	417	57.0%	50	367
			731		121	610
	Graduate	African American/Black	782	13.8%	169	613
		American Indian/Alaska Native	10	0.2%	3	7
		Asian	799	14.1%	264	535
		Hispanic/Latino	272	4.8%	83	189
		International	200	3.5%	79	121
		Not Reported	133	2.3%	45	88
		Other Pacific Islander	3	0.1%	2	1
		Two or More Races	151	2.7%	35	116
		White	3314	58.5%	1087	2227
			5664		1767	3897
	Total		6395		1888	4507
2012	Undergraduate	African American/Black	109	15.0%	24	85
		American Indian/Alaska Native	1	0.1%	1	.
		Asian	104	14.3%	23	81
		Hispanic/Latino	42	5.8%	7	35
		International	16	2.2%	4	12
		Not Reported	19	2.6%	2	17
		Two or More Races	18	2.5%	4	14
		White	419	57.6%	51	368
			728		116	612
	Graduate	African American/Black	764	13.5%	164	600
		American Indian/Alaska Native	8	0.1%	3	5
		Asian	809	14.3%	271	538
		Hispanic/Latino	294	5.2%	99	195
		International	219	3.9%	86	133

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		Not Reported	138	2.4%	44	94
		Other Pacific Islander	1	0.0%	1	.
		Two or More Races	172	3.0%	41	131
		White	3235	57.4%	1071	2164
			5640		1780	3860
	Total		6368		1896	4472
2013	Undergraduate	African American/Black	107	14.3%	21	86
		American Indian/Alaska Native	1	0.1%	.	1
		Asian	113	15.1%	21	92
		Hispanic/Latino	42	5.6%	9	33
		International	27	3.6%	5	22
		Not Reported	23	3.1%	3	20
		Other Pacific Islander	1	0.1%	.	1
		Two or More Races	27	3.6%	5	22
		White	405	54.3%	48	357
			746		112	634
	Graduate	African American/Black	754	13.6%	151	603
		American Indian/Alaska Native	8	0.1%	1	7
		Asian	841	15.2%	269	572
		Hispanic/Latino	282	5.1%	101	181
		International	244	4.4%	95	149
		Not Reported	123	2.2%	44	79
		Two or More Races	164	3.0%	38	126
		White	3122	56.4%	1005	2117
			5538		1704	3834
	Total		6284		1816	4468
2014	Undergraduate	African American/Black	125	15.8%	33	92
		American Indian/Alaska Native	1	0.1%	.	1
		Asian	111	14.0%	16	95
		Hispanic/Latino	31	3.9%	5	26

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		International	21	2.7%	2	19
		Not Reported	22	2.8%	6	16
		Other Pacific Islander	1	0.1%	.	1
		Two or More Races	27	3.4%	5	22
		White	453	57.2%	49	404
			792		116	676
	Graduate	African American/Black	833	15.2%	170	663
		American Indian/Alaska Native	8	0.1%	2	6
		Asian	830	15.1%	262	568
		Hispanic/Latino	293	5.3%	99	194
		International	249	4.5%	95	154
		Not Reported	112	2.0%	42	70
		Other Pacific Islander	2	0.0%	1	1
		Two or More Races	165	3.0%	44	121
		White	2992	54.6%	977	2015
			5484		1692	3792
	Total		6276		1808	4468
2015	Undergraduate	African American/Black	162	18.7%	34	128
		American Indian/Alaska Native	1	0.1%	.	1
		Asian	112	12.9%	14	98
		Hispanic/Latino	44	5.1%	5	39
		International	21	2.4%	3	18
		Not Reported	17	2.0%	5	12
		Two or More Races	28	3.2%	7	21
		White	481	55.5%	54	427
			866		122	744
	Graduate	African American/Black	884	16.2%	193	691
		American Indian/Alaska Native	7	0.1%	1	6
		Asian	868	15.9%	288	580
		Hispanic/Latino	301	5.5%	82	219

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		International	263	4.8%	97	166
		Not Reported	105	1.9%	45	60
		Other Pacific Islander	2	0.0%	1	1
		Two or More Races	169	3.1%	51	118
		White	2864	52.4%	939	1925
			5463		1697	3766
	Total		6329		1819	4510
2016	Undergraduate	African American/Black	166	18.3%	139	27
		American Indian/Alaska Native	1	0.1%	.	1
		Asian	136	15.0%	115	21
		Hispanic/Latino	53	5.9%	48	5
		International	18	2.0%	15	3
		Not Reported	12	1.3%	8	4
		Two or More Races	32	3.5%	26	6
		White	487	53.8%	425	62
			905		776	129
	Graduate	African American/Black	950	17.0%	733	217
		American Indian/Alaska Native	8	0.1%	7	1
		Asian	897	16.1%	599	298
		Hispanic/Latino	347	6.2%	250	97
		International	268	4.8%	171	97
		Not Reported	88	1.6%	60	28
		Other Pacific Islander	3	0.1%	1	2
		Two or More Races	172	3.1%	122	50
		White	2844	51.0%	1923	921
			5577		3866	1711
	Total		6482		4642	1840
2017	Undergraduate	African American/Black	179	19.8%	149	30
		American Indian/Alaska Native	1	0.1%	.	1
		Asian	163	18.0%	134	29

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	Hispanic/Latino	67	7.4%	59	8
	International	21	2.3%	19	2
	Not Reported	8	0.9%	3	5
	Two or More Races	37	4.1%	33	4
	White	453	50.1%	405	48
		929		802	127
Graduate	African American/Black	1007	18.1%	789	218
	American Indian/Alaska Native	4	0.1%	3	1
	Asian	918	16.5%	602	316
	Hispanic/Latino	334	6.0%	252	82
	International	260	4.7%	174	86
	Not Reported	113	2.0%	74	39
	Other Pacific Islander	3	0.1%	2	1
	Two or More Races	187	3.4%	134	53
	White	2948	52.9%	2047	901
		5774		4077	1697
Total		6703		4879	1824

Appendix C

Table 4: Faculty Demographic Information

Employees by Employee Type, Race, and Gender

Employee Type	Year	Race	Total	Pct	Gender	
					F	M
Tenured/Tenure-Track	2009	African American	34	5.76%	14	20
		Asian/Pacific Islander	77	13.05%	19	58
		Hispanic	15	2.54%	4	11
		Native American	2	0.34%	1	1
		White	462	78.31%	136	326
			590		174	416
	2010	African American/Black	30	5.26%	12	18
		American Indian/Alaska Native	2	0.35%	1	1
		Asian	77	13.51%	15	62
		Hispanic/Latino	15	2.63%	5	10
		Other Pacific Islander	1	0.18%	.	1
		White	445	78.07%	133	312
			570		166	404
	2011	African American/Black	29	5.14%	12	17
		American Indian/Alaska Native	2	0.35%	1	1
Asian		80	14.18%	16	64	
Hispanic/Latino		14	2.48%	5	9	
Not Reported		1	0.18%	1	.	
Other Pacific Islander		1	0.18%	.	1	
White		437	77.48%	135	302	
	564		170	394		
2012	African American/Black	31	5.54%	13	18	

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	American Indian/Alaska Native	2	0.36%	1	1
	Asian	82	14.64%	17	65
	Hispanic/Latino	12	2.14%	4	8
	Not Reported	1	0.18%	1	.
	White	432	77.14%	135	297
		560		171	389
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2013	African American/Black	30	5.45%	13	17
	American Indian/Alaska Native	2	0.36%	1	1
	Asian	81	14.73%	16	65
	Hispanic/Latino	11	2.00%	4	7
	Not Reported	1	0.18%	1	0
	White	425	77.27%	133	292
		550		168	382
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2014	African American/Black	32	5.93%	14	18
	American Indian/Alaska Native	2	0.37%	1	1
	Asian	80	14.81%	17	63
	Hispanic/Latino	9	1.67%	3	6
	Not Reported	6	1.11%	2	4
	White	411	76.11%	132	279
		540		169	371
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2015	African American/Black	31	5.93%	15	16
	American Indian/Alaska Native	3	0.57%	1	2
	Asian	81	15.49%	19	62
	Hispanic/Latino	9	1.72%	2	7
	White	399	76.29%	134	265
		523		171	352
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2016	African American/Black	27	5.23%	13	14
	American Indian/Alaska Native	3	0.58%	1	2

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	Asian	86	16.67%	18	68
	Hispanic/Latino	9	1.74%	2	7
	Not Reported	1	0.19%	.	1
	White	390	75.58%	133	257
		516		167	349
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2017	African American/Black	27	5.23%	13	14
	American Indian/Alaska Native	3	0.58%	1	2
	Asian	85	16.47%	22	63
	Hispanic/Latino	11	2.13%	3	8
	Not Reported	1	0.19%	.	1
	Not Reported	1	0.19%	1	.
	White	382	74.03%	130	252
		510		170	340

Employees by Employee Type, Race, and Gender

Employee Type	Year	Race	Total	Pct	Gender	
					F	M
Non-Tenure Track*	2009	African American	204	9.16%	130	74
		Asian/Pacific Islander	439	19.70%	191	248
		Hispanic	70	3.14%	46	24
		Native American	7	0.31%	4	3
		Not Reported	41	1.84%	15	26
		White	1467	65.84%	791	676
			2228		1177	1051
	2010	African American/Black	209	8.84%	134	75
		American Indian/Alaska Native	5	0.21%	3	2
		Asian	521	22.04%	231	290
		Hispanic/Latino	67	2.83%	37	30
		Not Reported	33	1.40%	12	21
		Other Pacific Islander	6	0.25%	2	4
		Two or More Races	6	0.25%	4	2
		White	1517	64.17%	830	687
	2364		1253	1111		
	2011	African American/Black	220	8.87%	147	73
		American Indian/Alaska Native	4	0.16%	3	1
		Asian	544	21.94%	257	287
		Hispanic/Latino	58	2.34%	31	27
		Not Reported	36	1.45%	14	22
		Other Pacific Islander	6	0.24%	4	2
		Two or More Races	5	0.20%	4	1
		White	1606	64.78%	896	710
	2479		1356	1123		

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2012	African American/Black	236	9.08%	160	76
	American Indian/Alaska Native	4	0.15%	4	.
	Asian	588	22.62%	257	331
	Hispanic/Latino	53	2.04%	26	27
	Not Reported	43	1.65%	19	24
	Other Pacific Islander	8	0.31%	5	3
	Two or More Races	5	0.19%	3	2
	White	1663	63.96%	938	725
		2600		1412	1188
2013	African American/Black	250	9.18%	169	81
	American Indian/Alaska Native	7	0.26%	5	2
	Asian	604	22.19%	282	322
	Hispanic/Latino	60	2.20%	35	25
	Not Reported	41	1.51%	19	22
	Other Pacific Islander	4	0.15%	4	.
	Two or More Races	5	0.18%	3	2
	White	1751	64.33%	994	757
		2722		1511	1211
2014	African American/Black	228	8.82%	146	82
	American Indian/Alaska Native	5	0.19%	3	2
	Asian	577	22.32%	267	310
	Hispanic/Latino	56	2.17%	33	23
	Not Reported	89	3.44%	55	34
	Other Pacific Islander	4	0.15%	4	.
	Two or More Races	8	0.31%	6	2
	White	1618	62.59%	906	712
		2585		1420	1165
2015	African American/Black	252	10.01%	170	82
	American Indian/Alaska Native	3	0.12%	2	1
	Asian	552	21.92%	256	296
	Hispanic/Latino	55	2.18%	31	24
	Other Pacific Islander	3	0.12%	3	.

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	Two or More Races	16	0.64%	10	6
	White	1637	65.01%	927	710
		<u>2518</u>		<u>1399</u>	<u>1119</u>
2016	African American/Black	264	10.29%	185	79
	American Indian/Alaska Native	1	0.04%	1	.
	Asian	541	21.08%	257	284
	Hispanic/Latino	62	2.42%	35	27
	Other Pacific Islander	3	0.12%	3	.
	Two or More Races	18	0.70%	10	8
	White	1677	65.35%	973	704
		<u>2566</u>		<u>1464</u>	<u>1102</u>
2017	African American/Black	296	11.54%	212	84
	American Indian/Alaska Native	2	0.08%	2	.
	Asian	542	21.12%	248	294
	Hispanic/Latino	84	3.27%	49	35
	Not Reported	1	0.04%	1	.
	Other Pacific Islander	2	0.08%	2	.
	Two or More Races	16	0.62%	10	6
	White	1706	66.48%	1009	697
		<u>2649</u>		<u>1533</u>	<u>1116</u>

* Includes employees classified as "fellows" (EEO6=8) having a federal standard occupational classification within Education, Training and Library Occupations.

Appendix D

Table 5: Staff Demographic Information

Employees by Employee Type, Race, and Gender

Employee Type	Year	Race	Total	Pct	Gender		
					F	M	
Staff	2009	African American	1353	32.90%	955	398	
		Asian/Pacific Islander	365	8.87%	245	120	
		Hispanic	76	1.85%	49	27	
		Native American	12	0.29%	8	4	
		Not Reported	52	1.26%	30	22	
		White	2255	54.83%	1527	728	
				4113		2814	1299
	2010	African American/Black	1392	33.13%	988	404	
		American Indian/Alaska Native	8	0.19%	5	3	
		Asian	374	8.90%	239	135	
		Hispanic/Latino	93	2.21%	60	33	
		Not Reported	43	1.02%	24	19	
		Other Pacific Islander	6	0.14%	6	.	
		Two or More Races	18	0.43%	14	4	
		White	2268	53.97%	1506	762	
			4202		2842	1360	
2011	African American/Black	1347	32.61%	952	395		
	American Indian/Alaska Native	7	0.17%	4	3		
	Asian	397	9.61%	244	153		
	Hispanic/Latino	83	2.01%	52	31		
	Not Reported	33	0.80%	18	15		
	Other Pacific Islander	5	0.12%	5	.		

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	Two or More Races	13	0.31%	11	2
	White	2246	54.37%	1494	752
		4131		2780	1351
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2012	African American/Black	1325	31.95%	934	391
	American Indian/Alaska Native	6	0.14%	4	2
	Asian	399	9.62%	254	145
	Hispanic/Latino	87	2.10%	57	30
	Not Reported	47	1.13%	29	18
	Other Pacific Islander	2	0.05%	2	.
	Two or More Races	12	0.29%	11	1
	White	2269	54.71%	1494	775
		4147		2785	1362
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2013	African American/Black	1294	31.45%	912	382
	American Indian/Alaska Native	5	0.12%	3	2
	Asian	376	9.14%	245	131
	Hispanic/Latino	85	2.07%	59	26
	Not Reported	62	1.51%	44	18
	Other Pacific Islander	3	0.07%	3	0
	Two or More Races	12	0.29%	10	2
	White	2278	55.36%	1516	762
		4115		2792	1323
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2014	African American/Black	1210	31.97%	834	376
	American Indian/Alaska Native	7	0.18%	3	4
	Asian	336	8.88%	226	110
	Hispanic/Latino	68	1.80%	45	23
	Not Reported	112	2.96%	74	38
	Other Pacific Islander	2	0.05%	2	0
	Two or More Races	17	0.45%	15	2
	White	2033	53.71%	1347	686
		3785		2546	1239

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2015	African American/Black	1202	31.76%	816	386
	American Indian/Alaska Native	8	0.21%	4	4
	Asian	337	8.90%	218	119
	Hispanic/Latino	80	2.11%	50	30
	Other Pacific Islander	2	0.05%	2	.
	Two or More Races	29	0.77%	25	4
	White	1967	51.97%	1308	659
			<u>3625</u>		<u>2423</u>	1202
2016	African American/Black	1226	33.21%	848	378
	American Indian/Alaska Native	5	0.14%	2	3
	Asian	342	9.26%	217	125
	Hispanic/Latino	78	2.11%	53	25
	Not Reported	1	0.03%	.	1
	Other Pacific Islander	2	0.05%	2	.
	Two or More Races	37	1.00%	29	8
	White	2001	54.20%	1328	673
		<u>3692</u>		<u>2479</u>	<u>1213</u>
2017	African American/Black	1256	34.02%	883	373
	American Indian/Alaska Native	4	0.11%	2	2
	Asian	354	9.59%	232	122
	Hispanic/Latino	91	2.46%	62	29
	Not Reported	1	0.03%	1	.
	Other Pacific Islander	2	0.05%	2	.
	Two or More Races	39	1.06%	32	7
	White	2026	54.88%	1330	696
		<u>3773</u>		<u>2544</u>	<u>1229</u>

2017 - 18 Annual Institutional Report on Programs of Cultural Diversity - UMBC – June 29, 20189

Contact Person: Beth Wells, bwells@umbc.edu

Section I: Progress Report

Table 1: Reporting of Goals

Table 1			
USM Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, staff, and faculty. UMBC Goal 1 (from 2009 Diversity Plan): To ensure access to educational and employment opportunities for a diverse, student, faculty, and staff and community UMBC Goal 4 (from 2009 Diversity Plan): To encourage and support individual development and advancement			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff and faculty.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved/Indicators of Success	Areas where continuous improvement is needed
Enrollment Management: Reception and Overnight for Academically Talented Hispanic/Latino High School Students: For high school sophomores and juniors with demonstrated academic achievement.	*Number of event attendees *Number of event attendees submitting admission application to UMBC *Number of event attendees admitted to UMBC *Number of event attendees enrolled at UMBC	Attendance for the Spring 2017 event: 41 students; 91 total guests	Increased analysis of students who attended program and subsequently applied and enrolled at UMBC.
Reception for Academically Talented African American High School Students: For high school sophomores and juniors with demonstrated academic achievement.	*Number of event attendees *Number of event attendees submitting admission application to UMBC *Number of event attendees admitted to UMBC *Number of event attendees enrolled at UMBC	Attendance for the Spring 2017 event: 81 students; 250 total guests	Increased analysis of students who attended program and subsequently applied and enrolled at UMBC.
UMBC Superintendent's/CEO Awards: For students attending public schools in Maryland particularly in systems with underrepresented populations (ethnic and socio-economic) including Baltimore City and Prince George's County.	Number of eligible students from each school district offered an award. Number of awardees who ultimately enroll.	For Fall 2017, 3 students in Baltimore City and 5 students in PG County qualified for a CEO award, an increase of 100% over Fall 2016. 83 admitted freshmen from Baltimore City and 221 from Prince George's County were offered merit awards ranging from \$1,000 to \$15,000 each of four years of study. Of these, 12 students from Baltimore City and 44 from Prince George's County accepted, compared to 15 and 22 respectively for Fall 2016	Additional outreach to the Superintendents/CEO's is needed to better identify qualified students who would benefit from the award.
UMBC Partnership with Raise.me (a micro-scholarship initiative) - Targets public school students in systems with under-represented populations (ethnic and socio-economic) including Baltimore City and other urban districts.	Number of students who identify UMBC as a school of interest. Number of students who apply to UMBC, Number of students who are admitted to UMBC Number of students who were awarded merit scholarships.	For Fall 2017 entering class, 2,291 students indicated interest in UMBC. Of those, 281 applied for admission, 227 were admitted and 192 were offered a scholarship.	Deepen the analysis to identify groups which make up these pools of students to identify how many under-represented students are accessing the tool and are ultimately admitted to UMBC.
Financial Aid Outreach with Building Steps which serves first generation and minority students in Baltimore City to encourage them to attend college with a focus on STEM fields	Number of workshop attendees Number of workshop attendees completing the FAFSA during the workshop.	The most recent workshop was held in October 2017 for the 2018-19 application year. Eighteen students and their families attended the event (a total of 42 attendees). Twelve of the eighteen students successfully completed and submitted the FAFSA.	The OFAS will continue to partner with Building Steps to provide needed assistance to guide these families through the financial aid application process.
High School College Nights-UMBC staff provide Financial Aid Night presentations to various area high schools, including schools with vulnerable populations of students including Centennial High School, Chesapeake Science Point Public Charter School, and Long Reach High School.	Number of high schools served through the program each year. Number of students and families served through the program each year.	For calendar year 2017, the office provided more than 13 separate financial aid events, which included presentations as well as FAFSA completion at area high schools. Numbers of students and families served not available.	The OFAS will continue to make itself available to high schools and support programs to provide for financial aid education and FAFSA completions.

Committee on Education Policy and Student Life - Public Session

Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff and faculty.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved/Indicators of Success	Areas where continuous improvement is needed
“Golden Ticket” Pre-Orientation Advising –This pre-orientation advising initiative provides first generation students and their families the opportunity to meet with an academic advisor <i>before</i> their scheduled orientation for an overview of the academic requirements and academic planning tools, to have questions and concerns addressed and to build a preliminary schedule. When students attend their scheduled orientation - Golden Ticket students are offered an “early” advising session to secure their official schedules and receive final recommendations, suggestions and referrals.	Number of program participants First year retention of program participants Average GPA of program participants Graduation Rates – 4 year, 5 year, 6 year – of program participants.	In Summer 2017, 11 students and their families participated in the Golden Ticket pre-orientation advising. All 11 students were retained from first semester to second semester. Average fall 2017 gpa of participants is 2.9.	Recruiting more first-generation students to participate in the Golden Ticket program. Automate the communication process (over time) to allow for better business continuity practices. Create more targeted reports to address metrics associated with the program.
Faculty Diversity and Faculty Development Center - Continued Implementation and Expansion of UMBC STRIDE	Offered eight focused conversations: 1) Planning for Diversity and Inclusive Excellence in Your Search, 2) Developing Shared Evaluation Metrics, 3) Best Practices for Reducing Implicit Bias in the Application Review Process, 4) Best Practices for Inclusive Excellence in the Interview and Selection Process, Best Practices for Inclusive Mentoring, Developing an Effective Diversity Hiring Recruitment Plan. Provided consultations to search committees and departments.	STRIDE has offered eight focused conversations in AY 17-18 with revised materials. In AY 17-18, STRIDE facilitated 20 department/search committee consultations.	Continue the expansion of work in the College of Engineering and Information Technology. Continue the dissemination of our work and best practices to internal and external audiences.
Interfolio Faculty Search	Continued monitoring of the diversity of our applicant pools in the aggregate and at specific points across the lifecycle of the search in the URM Executive Committee.	The Office of the Provost, in partnership with the Deans' office's use Interfolio data to monitor the diversity of the applicant pool for all faculty searches at the application close date, long list, short list, interview, and offer stage.	Continual assessment of the diversity of our applicant pools at various stages across the lifecycle of the search to make adjustments in the search process when and where necessary.
Postdoctoral Fellowship for Faculty Diversity	Successful conversion of postdocs from Cohort IV into tenure track positions. Recruitment of a diverse pool of applicants for Cohort V 2019-2021. Departmental investment in the recruitment process and support of fellowship program. Representations of the College of Engineering and Information Technology in the program. Development of a brochure to promote the fellowship at recruiting venues.	Received 255 applications for Cohort IV, largest applicant pool ever, due to departments actively recruiting for the fellowship. We offered the fellowship to 8 finalists, and 7 fellows accepted and began their fellowships on July 1, 2017. A fellow was recruited into our College of Engineering and Information Technology, but ultimately declined the fellowship. The 7 fellows that accepted are all in our College of Arts, Humanities, and Social Sciences.	Continuously monitoring the on-boarding of new postdocs, and assessing their research, teaching, and professional development progress through the Mentor and Mentee semester reporting mechanism. Evaluating the application and interview process from Cohort IV to make necessary changes for the next cohort.
Pilot of CNMS Natural Sciences Pre-professoriate fellowship	Successful hiring of two pre-professoriate fellows in Biological Science and Chemistry and Biochemistry.	As of February 2017, the recruitment process is underway for both positions.	Continuously monitor diversity of applicant pool and efforts by departmental faculty to recruit candidates for both positions. Monitor on- boarding of fellows and development of mechanisms to assess their research, teaching, and professional development progress.
Graduate School - Recruitment: Summer Horizons Program– co-sponsored by the Graduate School at UMBC; USM PROMISE: Maryland's AGEP; the USM Louis Stokes Alliance for Minority Participation (LSAMP), and the Meyerhoff Graduate Fellows Program.	We have pre-registration questions to assess expectations, and post-event evaluations to measure the impact of the content that was delivered. Questions are designed to see if we are meeting needs of URM undergraduates, with respect to increasing their preparation for graduate school.	Underrepresented Minority Students = 68% (not including those who identified within the broad category of “Asian-American/Pacific Islander”) 45% of the participants had not had information on preparing for graduate school prior to attending the Summer Horizons program. 64% did not know that there were funding opportunities available through NASA.	We want to be sure that we are reaching all underrepresented undergraduate students. Most participants (63%) learned about the program through their summer research/internship programs, faculty, or university staff members

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PROMISE Engineering Institute (PEI): As part of faculty diversity recruitment efforts, UMBC (COEIT) leads a new grant with MSU, UMCP, and JHU, to expedite the career preparation of graduate students and postdoctoral fellows so that they can be considered for tenure-track faculty positions. This is a NEW * discipline-specific* effort.	PEI is in early stages, and the Co-PIs are planning the activities for 2018-2019. WESTAT, an independent evaluation firm will be conducting the summative evaluation. Formative evaluation will be handled internally.	Some of the international excursions, and discussions on connecting humanitarian engineering content to student programming, are contributing to the research on retaining underrepresented students.	An official launch will be held on August 18, 2018 as part of the PROMISE AGEP's Summer Success Institute (SSI). A primary task is to be sure that all URM graduate students, postdoctoral fellows, and faculty of all types are reached.
Human Resources - PageUp applicant tracking system implemented in 2017 for nonexempt and exempt staff positions. Utilize system for data collection and reporting.	Previous manual paper system of collecting voluntary demographics on applicants produced a very low response rate (< 10 percent). We now have the ability to collect voluntary demographic data on all applicants in the PageUp system (100 percent).	Implement Job Specific EEO/Diversity report on applicant pools for search committee use to evaluate race/ethnicity of entire applicant pool and at various stages of the hiring/selection process (search committee review, phone interview, and in-person interviews).	Additional training to search committees
Advertising venues	Capture analytics from advertising source to determine if attracting diverse applicant pool. Frequently used websites to advertise staff positions (UMBC Jobs, higheredjobs.com and Indeed) indicate diverse applicant pool.	Continue efforts to attract diverse applicant pool Current 2017 applicant demographics: Race: 43% Caucasian; 38% African-American; 9% Asian; 1.5% American Indian/Native Alaskan; .5% Native Hawaiian/Other Pacific Islander and 8% undisclosed. Hispanic/Latino: 4.5 % yes; 87% No; 8.5% undisclosed. Gender: 66% females 31% males 3% undisclosed Veteran Status: 1.5 % Protected Veterans; 97% non-Protected Veterans; 2% undisclosed Disability Status: 5% indicated a disability; 87% indicate no disability; 7% undisclosed.	
HR Outreach to campus search committees	Monitor diversity of search committees and in-person charge to campus search committees regarding diverse candidate pools	Ensure members of search committees are aware of campus mission of recruitment diversity	Additional staff/resources to provide training
Student Affairs -Creation and implementation of Transgender Support Policy and Subcommittee in Athletics	Compliance with NCAA guidelines and policies regarding transgender student-athletes.	Recurring review and compliance with NCAA guidelines.	After formal adoption of Transgender Support Policy, monitor implementation.
Women's Center - Returning Women Students Scholars + Affiliates Program	Tracking/attendance of scholarship funding and events; Retention and graduation rates; Program and event evaluations; Feedback from mid-semester check-ins	\$65,736 in scholarships awarded in FY18; 27 scholars + affiliates are part of program. Program assessment was conducted in Fall 2017 to include survey and focus groups. Retention data from Fall 2016 to Spring 2017 semesters based on Newcombe scholarship recipients (n=15) vs non-Newcombe scholarship recipients (n=22) is 92% vs 60	Better programming, advising, and support for this scholars program and outreach to more adult learners not affiliated with scholars program
Meyerhoff Scholars Program - During the AY 2017-2018 a total of 5 staff and 260 students from the Meyerhoff Scholars Program.	Demographic data for the number of students in the Meyerhoff Scholars Program	260 students are currently enrolled in the program for the 2017-2018 academic year, of whom 63% are African American, 15% Caucasian, 11% Asian, 10% Hispanic, 1% Native American.	
Continue recruiting the best academically diverse students every year using Selection Weekend. Migrated to an online application to provide better access and data collection.	Number of Applicants Number of Selection Weekend Invites Number of Offers Number of Acceptances	Applicants – 491 (50% URM) Selection Weekend – 245 (60% URM) Offers – 102 (80% URM) Accepted – 49 (80% URM)	Continue to recruit a diverse group of students in STEM with the focus of attaining a Ph.D. or MD/Ph.D. Increasing the access to the online application.

Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff and faculty.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved/Indicators of Success	Areas where continuous improvement is needed
Continue recruiting the best academically diverse students every year using Selection Weekend. Migrated to an online application to provide better access and data collection.	Number of Applicants Number of Selection Weekend Invites Number of Offers Number of Acceptances	Applicants – 491 (50% URM) Selection Weekend – 245 (60% URM) Offers – 102 (80% URM) Accepted – 49 (80% URM)	Continue to recruit a diverse group of students in STEM with the focus of attaining a Ph.D. or MD/Ph.D. Increasing the access to the online application.
Maintain high GPA and Retention rates in STEM.	Retention Rate since the inception of the Meyerhoff Program in 1989 Average GPA of Current Meyerhoff Scholars	Historical Retention Rate – 90% (89% URM) Average GPA – 3.56 (3.54 URM)	Maintain high expectations and guidance with staff and peer advising.
Graduating students for the academic year 2017-2018 placement.	Number of Graduates Number of Graduates placed in Graduate and Professional Degree Programs	Graduates – 55 Placement into Graduate and Professional Programs – 45 (82%) (69%URM)	Work with Graduate schools to provide access to our scholars.
Record number of Meyerhoff Alumni attaining graduate degrees in the sciences	Total number of PhDs Total number of MD/PhDs Total number of Degrees	Total PhDs – 287 (75% URM) Total MD/PhDs – 53 (85% URM) Total Degrees – 822 (77% URM)	Every year more and more students are graduating from programs all across the country. Give support and advising to current Alumni.
Partnership with Sponsors for Educational Opportunity Program (SEO). A free eight-year academic program that gets low-income public high school students to and through college—with a 90% college graduation rate.	Number of Applicants Number of Selection Weekend Invites Number of Offers Number of Acceptances	Applicants – 21 Selection Weekend – 10 Offers – 5 Accepted – 2	Continue working with the SEO Program to recruit more high achieving students.
MARC U STAR – Increase participation of underrepresented (UR) undergraduate students at UMBC in biomedically related fields with the objective of attending a PhD or MDPHD program upon the completion of a bachelors degree	We have 40 slots with 20 juniors and 20senior year. We measure graduation rate, STEM major and acceptance and matriculation into graduate MDPHD and PhD programs. In 2018 of the 19 graduates 18 enrolled in PhD or MDPHD programs (95%).	Since the inception in 1998 we have had 440 trainees with a matriculation rate in graduate programs of 70 %.	Recruitment of students with disabilities. Aim for a 100% matriculation rate to graduate school.

Table 2: Reporting of Goal.

Table 2 USM Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus. UMBC Goal 2 (from 2018 Diversity Plan): To provide conditions for personal success. UMBC Goal 3 (from 2018 Diversity Plan): To provide a culture of safety, inclusion and respect			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved /indicators of success	Areas where continuous improvement is needed
<ul style="list-style-type: none"> • faculty and staff cultural training programs; • Curricular initiatives that promote cultural diversity in the classroom, and • Co-curricular programming for students. 			
Faculty Diversity and Faculty Development Center - Help instructors make their classrooms welcoming for all students	Maintain online resources and conduct workshops to help instructors make their classrooms welcoming for all students and to provide instructors with tools for handling difficult conversations around diversity issues.	In January, 2017, Faculty Development Center (FDC) added resources to webpage on teaching in diverse classroom. These pages are updated as new resources become available. In 2017-18 a faculty workshop was held on Inclusive STEM Teaching, and a faculty book discussion dealing with helping students reclaim cognitive resources lost to poverty, racism, and social marginalization.	Continue tailoring resources and workshops based on needs of our faculty and students

Committee on Education Policy and Student Life - Public Session

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<p>Graduate School - Success Seminars, sponsored by PROMISE: Maryland's AGEP and The Graduate School, including co-sponsored events with the ADVANCE network for women faculty. Seminars also include holistic professional development such as financial literacy, with topics that include attention to issues such as unsavory lending practices toward underrepresented groups, implicit bias in the institution and in the workplace, cultural taxes, and more</p>	<p>Sponsored approximately 20 seminars and events in 2017-2018. All events have evaluations. Seminars include: Work-Life Balance; Stoop Stories: Let your research tell a story; How to prepare a TED-styled talk; Responsible Conduct of Research; Understanding credit scores</p>	<p>Data show students receive information from professional development seminars and workshops that they aren't receiving within the departments. This fills gaps related to degree completion and career preparation.</p>	<p>Continue to improve opportunities for online learning, by capturing content through either webcasting, or providing additional webinars to reach largest number of students. Larger seminars atTrack 70-100 students, and smaller seminars atTrack 20-30 participants.</p>
<p>The Summer Success Institute, sponsored by PROMISE: Maryland's AGEP, intended to increase significantly the number of domestic students receiving doctoral degrees in the sciences, technology, engineering, and mathematics (STEM), with special emphasis on those population groups underrepresented in these fields (i.e., African-Americans, Hispanics, American Indians, Alaska Natives, Native Hawaiians or other Pacific Islanders).</p>	<p>Two days of programming in August, including activities connected to Dissertation House and the Bridging conference co-hosted with the USM LSAMP group. We ask questions during registration process and have evaluations for select sessions during event. The 2017 SSI workshops focused on science communication, preparation for leadership, and academic success.</p>	<p>In 2017, the # of participants who completed the survey was 86. 92% stated that the program provides them with a stronger sense of identity as a scholar. SSI invests in bringing "Mentors-in-Residence" to the event – these are faculty and leaders of color who are already role models in their respective fields.</p>	<p>Providing professional development programming that isn't covered by labs or other university entities is a top priority for organizers of SSI. SSI works to improve visibility of faculty of color in STEM professoriate, hopefully convincing more scholars of color to consider faculty careers.</p>
<p>Use of #ThinkBigDiversity hashtag to promote diverse conversations and programming online. The #ThinkBigDiversity hashtag now has a national audience.</p>	<p>Particular emphasis given to Twitter and Instagram and use of "Hashtagging activism" which can extend communities of constituents and build social capital. Conversations on Twitter are vehicles for consciousness raising activities that can build a STEM program's brand, increase visibility of interventions and highlight program success. PROMISE uses the hashtag #ThinkBigDiversity as a retention tool.</p>	<p>Between Jan 1, 2016 - May 23, 2018, there were 32,684,047 impressions, 9,750 posts, and a reach of 2,884,293.</p>	<p>The hashtag will continue to be used, and there will be retention-based campaigns around it in summer 2018. There will also be additional examination of the analytics.</p>
<p>Human Resources- Preventing and Responding to Hate/Bias/Climate Concerns (HR Diversity Learning Track; 9/29/17)</p>	<p>Participant survey to measure before and after knowledge, skills, and abilities related to the following learning objectives: greater understanding of restorative justice, restorative theories, principles, and how practices can be used to transform how we prevent and respond to hate/bias/climate concerns at UMBC. This session is open to all UMBC faculty, students and staff.</p>	<p>18 attended (7 staff, 11 students). Of these, 5 responded to survey. Prior knowledge: 0% reported excellent prior knowledge; 40% above average; 40% average prior knowledge; and 20% below average, skills and abilities related to objectives. Knowledge post-session: 33% reported above average; and 66.67% reported average.</p>	<p>66.67% of respondents rated overall course content above average and 33.33% average. Attendees recommended more group conversation.</p>
<p>Misperceptions and the Media (HR Diversity Learning Track; 10/24/2017)</p>	<p>Participant survey to measure before and after knowledge, skills, and abilities related to the following learning objectives: heightened awareness about how race, power, and privilege and how the media feeds into our collective unconscious thinking, as well as learning strategies on how to observe the media differently and be able to challenge the 'facts.'</p>	<p>18 attended (15 staff, 1 faculty, 2 students). Of these, 11 responded to survey. Prior knowledge: 27.27% reported excellent prior knowledge; 54.55% above average; and 18.18% average prior knowledge, skills and abilities related to objectives. Knowledge post-session: 75% reported excellent; and 25% reported above average.</p>	<p>75% of respondents rated overall course content excellent and 25% above average. Attendees recommended a symposium and more Q&A.</p>

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Unearthing Unconscious Bias (HR Diversity Learning Track; 12/1/2017)	Participant survey to measure before and after knowledge, skills, and abilities related to the following learning objectives: what unconscious bias is, how it shows up at home, in the workplace and particularly in our higher education environment, and ways to confront our own biases as well as illuminating and effectively confronting those of others.	23 attended (20 staff, 3 faculty). Of these, 14 responded to survey. Prior knowledge: 28.57% reported excellent prior knowledge; 35.71% above average; 28.57% average; and 7.14% below average prior knowledge, skills and abilities related to objectives. Knowledge post-session: 16.67% reported excellent; 75% reported above average and 8.33% average.	45.45% of respondents rated overall course content excellent, 36.36% above average and 18.18% average. Attendees recommended a longer, more in-depth session
Allyship: Supporting our LGBTQ+ Community (HR Diversity Learning Track; 1/23/2018)	Participant survey to measure before and after knowledge, skills, and abilities related to the following learning objectives: increased understanding around how it manifests in personal and professional life (particularly in our higher education environment); learn applied strategies for confronting our own biases as well as effectively confronting those of others (particularly around judgment and decision-making processes).	11 attended (6 staff, 5 faculty). Of these, 9 responded to survey. Prior knowledge: 33.33% reported excellent prior knowledge; 44.44% above average; and 11.11% average prior knowledge, skills and abilities related to objectives. Knowledge post-session: 37.50% reported excellent; 37.50% reported above average and 25% average.	62.50% of respondents rated overall course content excellent and 37.50% above average. Attendees recommended a longer, more focused session and offering a part II session.
ACIREMA: Understanding the International Student Experience (HR Diversity Learning Track; 2/14/2018)	Participant survey to measure before and after knowledge, skills, and abilities related to the following learning objectives: enhanced understanding regarding the multitude of hurdles that international students face in their quest for a U.S. education; increased ability to relate and be helpful in working with international students; enhanced empathy and understanding and decreased judgment.	17 attended (17 staff). Of these, 13 responded to survey. Prior knowledge: 15.38% reported above average prior knowledge; 53.85% average; 23.08% average; and 7.69% poor prior knowledge, skills and abilities related to objectives. Knowledge post-session: 16.67% reported excellent; 66.67% reported above average and 16.67% average.	66.67% of respondents rated overall course content excellent and 33.33% above average. Attendees recommended including international students as facilitators.
Intercultural Development (HR Diversity Learning Track; 5/10/2018)	Participant survey to measure before and after knowledge, skills, and abilities related to the following learning objectives: Definition of terms and exploration of the IDI questionnaire results (a statistically reliable and rigorously validated 50-item questionnaire designed to measure intercultural competence at the individual, group and organizational levels); increased awareness and understanding of basic and intermediate concepts related to intercultural communication; development of skills designed to improve their interactions across cultural difference..	18 attended (18 staff). Of these, 11 responded to survey. Prior knowledge: 54.55% reported above average prior knowledge; and 45.45% average; prior knowledge, skills and abilities related to objectives. Knowledge post-session: 9.09% reported excellent; 81.82% reported above average and 9.09% average.	36.36% of respondents rated overall course content excellent; 36.36% above average; and 27.27% average. Attendees recommended more practical examples and personalization.
Career Center hosted a Diversity Recruitment Event for students, with dinner with broad range of employers who are interested in diversifying their workforce with intern and full-time hires from UMBC.	Student and employer attendance; Hiring data from students/employers	195 students attended in Fall 2017 compared to 231 student attendees in Fall 2016. 33 employers participated in Fall 2017, full capacity for event.	Develop more effective/efficient method to collect hiring data from employers.

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Career Center collaborated with International Education Services on International Student Career Conference for unique needs of international students in job search process in U.S.	Student Attendance. Post-participation survey measured: Satisfaction	76 students attended the Spring 2018 conference compared to roughly 100 in spring 2017.	Continue to increase student participation.
Campus Life Student Staff Training – Micro-aggressions	Post-training evaluation administered to measure: Satisfaction; Knowledge of identifying micro-aggressions; Using skills to address micro-aggressions; Level of preparation to respond to micro-aggression	97% of participants reported being able to identify a micro-aggression; 92% report they've learned at least one skill in addressing micro-aggression; 95% of participants reported they feel more prepared to respond to micro-aggression	Opportunities for follow-up dialogues with student staff on what they learned (e.g. examples, strategies they've used, how they've talked with others about this topic, etc.)
Campus Life Student Staff Training – Multicultural Competence	Post-training evaluation administered to measure: Presenter satisfaction; what students wanted to learn more about related to topic	96% of participants reported that they can identify at least one facet of their own identity; 94% reported that they understand how their identity impacts their work; 98% know at least one resource provided through the Mosaic and/or Women's Center	Integrate recommendations into training based on qualitative responses from participants.
Resident Advisor Fall Training Program- 3 Hour session on Multicultural Awareness for all Resident Assistant, Desk Staff and Desk Managers conducted by Dr.Kimberly Moffit.	Student staff survey administered to measure: Satisfaction with training; Knowledge gained; Ability and confidence to use knowledge gained	211 students attended.	TBD based upon analysis and interpretation of data.
Mosaic Diversity Presenter (MDP) Workshops and Facilitated Discussions – Topics included: Communicating Across Difference, Multiculturalism and Inclusion, Diversity Awareness Social Identity-based allyship and advocacy, Diversity Awareness	Post-Discussion/Workshop Participant Surveys measured satisfaction	Data from Fall 2017: 84.5% of participants believe that CSJ is improving UMBC's campus climate regarding social justice issues; 67.1% of participants believe that there are sufficient opportunities to learn about social justice issues at UMBC.	Train the Trainer program and on-going assessment needed.
Student Life – Mosaic Center: Population-focused outreach and event support to traditionally underrepresented students and student organizations (specifically LGBTQ, Africana , Hispanic/Latinx, Asian Diasporic populations and religious/spiritual groups – ex. Muslim Student Association, Hillel, and Catholic Retrievers)	Meeting attendance tracked through Google calendar.	Analysis of survey data in progress.	TBD based upon analysis and interpretation of data.
4 Staff Development Workshops focused on Diversity/Inclusion topics. Topics included; Understanding Islam and Working with Muslim Students, Growing up Trans, Black America Since MLK (video & discussion) Part 1 & 2; Disability Services and Counseling Services	Meeting attendance tracked through Google calendar.	Analysis of survey data in progress.	TBD based upon analysis and interpretation of data.
Held a faculty breakfast and hosted Tawny McManus, director of the Office of Accessibility and Disability Services, to speak on how best to prepare and support students with disabilities as they pursue professional experiences through internships.	Post-event participant surveys administered to measure Satisfaction Knowledge gained Comfort with content	Approximately 30 participants completed all 4 sessions of training. Survey data indicated that all respondents reported gains in knowledge. 86% of respondents reported interest in continued participation.	Engaging more staff. Providing opportunities for engagement. On-going community development of this group.
Trans Support Group is a semester-long, emotional support group for UMBC students who identify as trans, genderqueer, gender fluid, non-binary, bigender, and/or those who are questioning their gender identity. This is a student-centered group to explore gender identity as well as gain support from peers on issues that may impact trans college students experience	Faculty and staff attendance	Over 20 faculty and staff attended the event, materials to help support students were shared	Continue to develop ways to better support students.

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Commuter Assistants, in collaboration with the Women’s Center and the Mosaic Center, hosted a commuter connection event called, “Unity and Diversity,” focused on understanding multiple demographic identities including, race, gender, sexual orientation, religion, etc.	Number of total participants; Number of total sessions	Approximately 7 student participants For 18 sessions	Continue to increase student participation.
Campus Life – Mosaic Center. Safe Zone Program Workshops on Sexual Orientation, Gender Identity and LGBTQ Allyship	No current metrics to measure effectiveness of online myUMBC posts or hard copy flyers.		IT staff count number of times myUMBC events/emails have been given a “paw” to demonstrate how students favor event and count number of times event is seen by myUMBC users via click.
Campus Life - Mosaic Center. Deferred Action for Childhood Arrivals (DACA) Information Session in Fall 2017; DACA and Temporary Protective Status (TPS) Info Session and Student Panel in Spring 2018.	Post-event participant surveys administered to measure: satisfaction; knowledge gained; and support perceptions.	Analysis of post-workshop survey data in progress.	Initial survey and anecdotal data reveals that additional online and in person academic and student support resources are needed for these populations. Full needs TBD based upon further analysis and interpretation of data.
Women’s Center - Women’s Center spearheads awareness months to include Women’s History Month (March), Sexual Assault Awareness Month (April), and Relationship Violence Awareness Month (Oct);	Event attendance tracked through event sign-in	No metrics to assess the awareness month as a whole currently under development; individual events are assessed through attendance tracking and event surveys	
Women’s Center hosts one-time events on variety of issues related to diversity and cultural awareness (e.g. Trans In College Panel, Trans After College Panel, Roundtable Series + Knowledge Exchange; Take Back the Night, etc.)	Event surveys/assessment	100% of survey respondents agreed that “As a result of this roundtable/knowledge exchange, I believe that I can engage in a conversation about why this is a social justice issue.” (n = 80) 93% of TBTN 2018 respondents reported increased understanding of sexual assault, and 70.2% indicated increased knowledge of resources available (n=57)	Continue to increase campus community participation and awareness of these events; for larger events increase the evaluation participation rates
Women’s Center host on-going identity-based discussion- based programs: Women of Color Coalition; Between Women (for LGBTQ-identified women); Spectrum (for transgender and gender non-binary students)	Continue to assess best way to collect metrics. Last year did attendance and minute papers; this year using attendance and observation rubrics completed by group facilitators	Observation rubrics indicate participants consistently indicated feelings of campus-based engagement, belonging, or empowerment as a result of group discussion and membership	Attendance at this discussion-based programs vary and are often inconsistent and may benefit from more formal assessment to help re-shape or brand this programming

Table 3:
USM Guideline 3: Goal Statement addressing efforts and process for the reporting of hate-based crimes consistent with federal requirements. UMBC Goal 3 (from 2009 Diversity Plan): To provide a culture of safety, inclusion and respect

Detail all implementation initiatives, strategies, and campus processes for the reporting of hate-based crimes.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
<p>Campus Police – UMBC Police value climate of diversity and inclusion in line with values of UMBC. Efforts ongoing as we attempt to build bridges with variety of diverse campus groups. Officer participation in groups such as LGBT Climate Group, Black Student Union, Muslim Association, and Women’s Center. Continue to provide group specific programming relating to inclusiveness, acceptance, and respect through year in presentations on campus. Member of the Campus Climate Workgroup that monitors the pulse of the campus as it relates to issues of diversity and inclusion.</p>	<p>Fostering atmosphere of diversity and inclusion minimizes number of hate crimes on Campus. Between 2013 and 2015, total of 4 reports of hate crimes reported to the Police. Low number of hate crimes is direct result of climate set by President and Police Department’s commitment to ensuring this climate is maintained in all areas in which we interact with campus community. In 2016 the Police received 3 reports of hate crimes and those numbers increased in 2017, this was consistent with trends across the country since the Presidential election. This led to the work of the Campus Climate workgroup that concentrated on education and communication to our marginalized groups. 2018 has seen no hate crimes or incidents to date.</p>	<p>Increased representation of women on Police Force by 33%. 2018 saw the addition of another minority officer. Promoted minority officer to rank of Sergeant in 2017. Hired minority Director of Parking in 2017. Police received zero biased-based complaints against officers in 2015-2017. Conducted 24 presentations for campus community. Monitoring and analysis of enforcement actions reflect commitment to providing unbiased policing strategies. Linked our departmental diversity goals to campus PMP process, as handling of hate/bias type incidents are component of success for our officers in their performance reviews. Police Department is an active participant in the Campus Climate Workgroup, and other campus groups such as Black Student Union, Muslim Association, Women’s Center, SGA and GSA.</p>	<p>Monitor activities of officers in their enforcement duties requires consistent and ongoing attention to ensure that biases to not manifest in services that only a police department can provide. We are also committed to continuously improving our departmental demographics to more fully represent campus community. We would also like to continue our outreach program to campus groups and constituencies, and increase number of campus partners with whom we interact</p>
<p>UMBC Police created specific protocols and policies for reporting and response to hate crimes on Campus. Individuals or groups who are a victim of a hate crime can report this by calling UMBC Police or by emailing us through our website. In addition, victims can report to a variety of offices on Campus, including Student Judicial Programs, Title IX Office, Student Disability Services, and Residential Life. Once UMBC Police receive report of hate crime officers must follow specific response policy that outlines mandated steps, including notification and engagement of UMBC Police Command Staff, crime scene processing, witness canvassing, written statements, removal of any offensive language or symbols, and victim support. All hate crimes assigned to a UMBC Detective for high priority follow up.</p>	<p>Like Sexual Assault hate crimes are generally underreported, especially within the LGBTQ community where reporting can “out” an individual who is not openly identifying as a member of the community. Creating an environment on Campus where members of the community are comfortable reporting.</p>	<p>The number of reported crimes involving members of the LGBTQ community would increase.</p>	
<p>Police Department has instituted number of programs and priorities to maintain an inclusive campus, including commitment to aggressive minority recruiting so police department reflects diverse makeup of community. It also includes commitment to monitoring enforcement actions by UMBC Police Department to ensure that law enforcement efforts are conducted in fair, impartial, and unbiased manner, through consistent review and analysis of our enforcement actions. Also includes continued ongoing training in unbiased policing topics for our officers, and training that enhances our ability to interact with the diverse community that we serve</p>	<p>In 2017 and 2018 the UMBC Police actively recruited for new hires within the LGBTQ community. This included publications and websites frequented by the community as well as liaising with the Metropolitan Police LGBTQ unit.</p>	<p>The recruitment and hiring of an officer/employee who self identifies as a member of the LGBTQ community.</p>	<p>Recruiting efforts need to be expanded and enhanced.</p>

Detail all implementation initiatives, strategies, and campus processes for the reporting of hate-based crimes.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
Provide workshops to faculty, staff and students about supporting survivors of sexual violence that includes information about Title IX and reporting procedures	Pre and Post workshop surveys	In FY17, 123 students, faculty, staff attended Supporting Survivors workshop. FY18 numbers increased with a total attendance through April 2018 of 173 for an increase for 50 more workshop participants. In FY18 Supporting Survivors workshop participants report feeling on average 22% more confident in their ability to create a survivor-responsive campus	Reaching a greater number of students, faculty, and staff to attend our workshops

Section II: Institutional Plan

UMBC

DIVERSITY PLAN



MARCH 4, 2009

FOREWORD

This report was prepared under the leadership of the following committee appointed by Dr. Elliot Hirshman, Provost and Senior Vice President for Academic Affairs:

Dr. Antonio Moreira, Vice Provost for Academic Affairs (Chair)
Dr. Marilyn Demorest, Vice Provost for Faculty Affairs
Mr. Elmer Falconer, Director of Employment/Labor Relations
Ms. Lisa M. Gray, Assistant Director, Cultural and Religious Diversity
Dr. Lasse Lindahl, Chair, Department of Biological Sciences
Dr. Patrice McDermott, Chair, Department of American Studies
Ms. Adrienne Mercer, Director of Human Relations
Ms. Yvette Mozie-Ross, Assistant Provost for Enrollment Management
Dr. Janet Rutledge, Interim Vice Provost for Graduate Education
Ms. Valerie Thomas, Associate Vice President for Human Resources

An initial draft was circulated for review and feedback to the President's Council, the Faculty Senate Executive Committee, the Professional Staff Senate, the Nonexempt Staff Senate officers and the President's Commission for Women.

UMBC DIVERSITY REPORT AND STRATEGIC PLAN

I. Introduction

The University of Maryland, Baltimore County (UMBC) has established a commitment to diversity as one of its core principles for the recruitment and retention of faculty, staff and students. Founded in 1966, UMBC is a selective, historically-diverse, public research university with a total student enrollment of 12,268 for Fall 2008.

Diversity is defined at UMBC in its fullest scope, embracing not only racial and ethnic groups and individuals who are or have been underrepresented in higher education, but also including religious affiliation, sexual orientation and gender identity, disability, foreign nationality, non-traditional student status, and other important characteristics. Such a vision for diversity is well embedded in UMBC's mission as demonstrated by the following statements excerpted from the campus mission statement.

- a) "UMBC cooperates with other educational segments in Maryland and collaborates with other USM institutions to provide access for citizens to high-quality educational services and to meet the educational, economic, and cultural needs of Maryland. The University is sensitive to the needs of non-traditional, evening, international and part-time students."
- b) "UMBC is committed to diversity at all levels and seeks to create a campus community rich in intellectual, cultural, and ethnic diversity."
- c) "UMBC expects to continue to attract private and public funding to facilitate the success of minority students in the sciences and engineering."
- d) "Recognizing that we are part of an international community, UMBC will continue to strengthen and support programs and activities that promote cross-cultural understanding and global perspectives."
- e) "UMBC possesses a strong and diverse faculty (...)."
- f) UMBC has identified among its institutional objectives and outcomes strategies to:
 - 1) Promote cutting-edge research, creative activity, and high quality graduate education (...) by strengthening support for a high quality and diverse faculty.
 - 2) Build on the University's historical commitment to diversity and cultivate a sense of campus community.

As a reflection of its commitment to diversity, UMBC has developed a myriad of programs and initiatives that provide the substantive and real embodiment of this commitment. By establishing activities such as The Meyerhoff Scholarship program, the UMBC ADVANCE program, the PROMISE Alliance, and the ACTiVATE Entrepreneurship program, among others, UMBC has achieved national recognition as a model campus for its diversity initiatives. UMBC is ranked second nationally as

most diverse university by the *Princeton Review*. These activities have been framed under four overarching commitments which are captured in the following statements:

- 1. To ensure access to educational and employment opportunities for a diverse student, faculty, and staff community;**
- 2. To provide conditions for personal success;**
- 3. To provide a culture of inclusion and respect; and**
- 4. To encourage and support development and advancement.**

In this document, we describe the initiatives ongoing at UMBC that represent the campus diversity plan and delineate our ideas for continued improvement in future years.

II. Summary of Current Diversity Initiatives

This section describes in a comprehensive, although not exhaustive, list the diversity initiatives that are ongoing at UMBC. The activities are described for faculty, staff, students and outreach populations although many activities do impact more than one community. The campus procedure for reporting campus-based hate crimes is also summarized.

A. Faculty Diversity Initiatives

- **UMBC Faculty Diversity Recruitment Initiative.** This comprehensive program includes mandatory diversity recruitment training for search committees, submission of written department diversity recruitment plans, deans' review of plans and composition of search committees, resources for targeted recruitment, and implementation reports prior to authorization of candidate campus visits.
- Department Diversity Plans in Science, Technology, Engineering, and Mathematics (STEM). All academic departments within the College of Natural and Mathematical Sciences and the College of Engineering and Information Technology have individual department diversity plans which track faculty composition, advancement, and retention and address the particular challenges of diversity recruitment in their specific field.
- Targeted advertisement for faculty from underrepresented groups is conducted at the national level through print publications such as *Diverse: Issues in Higher Education* and electronic venues such as *DiverseJobs.com*. UMBC also uses Affirmative Action Emails from *HigherEdJobs.com* to publicize faculty positions to applicants seeking institutions that are recruiting with

affirmative action plans or diversity plans. In addition, search committees use personal/professional networks and trips to targeted conferences to identify and recruit candidates from underrepresented groups.

- Family Support Plans. UMBC's *Policy on Family and Medical Leave for Faculty* actively promotes a flexible approach to family support and includes development of a support plan in anticipation of a major change in the faculty member's family responsibilities. This policy has been particularly effective in assisting women in the STEM disciplines to meet both their family and professional obligations.
- Family Leave and Faculty Recruitment. UMBC's *Family Leave Policy* is publicized to all candidates for full-time instructional faculty positions. A brochure describing options available to faculty members is given to each candidate by the Vice Provost for Faculty Affairs during the candidate's interview. The policy is particularly effective for recruiting female faculty members in the STEM disciplines, but is implemented without regard to gender or discipline.
- Faculty Horizons: A Summer Workshop for Aspiring Faculty in Science, Technology, Engineering, and Mathematics (STEM). This recruitment and professional development program, hosted by UMBC for the past five years, targets women and underrepresented minority advanced graduate students, post-doctoral researchers, and junior faculty in science, technology, engineering, and mathematics.
- Welcome Fellowship Grants. The Maryland Higher Education Commission (MHEC) administers a competitive fellowship program for new tenure-track faculty from underrepresented minority groups, and UMBC has successfully competed for these awards for the past several years. Each award provides \$20,000 to support the faculty member's research and scholarship over their first three years as an Assistant Professor.
- ADVANCE Program. This program is funded by the National Science Foundation and its overall goal is to make profound changes in policies and practices that affect the recruitment, selection, promotion, and transition of women faculty in the STEM fields to leadership positions at UMBC whereby women will be represented in the departments and will reflect the diversity of the UMBC student body.
- ADVANCEment Workshops. The UMBC ADVANCE Program, in collaboration with the UMBC Faculty Development Center, offers targeted professional development workshops which focus on issues of interest to women and minority faculty.
- Women in Science and Engineering (WISE). WISE is an informal affinity group of faculty members who meet monthly to discuss topics of interest,

especially those related to “surviving and thriving in STEM.” WISE provides STEM women with a network of support and informal peer mentors.

- Recruitment of Women in STEM. Women in Science and Engineering (WISE) faculty members meet informally with women faculty candidates in the STEM disciplines as part of our efforts to diversify the faculty with respect to gender.
- Faculty Sponsorship Committee. Women in Science and Engineering (WISE) convenes a faculty advisory group each year to provide clear guidance to STEM women and minority faculty in support of impending tenure and promotion reviews.
- Faculty Mentoring. Academic departments are expected to work with each newly hired full-time faculty member to create a Faculty Development Plan that will help the faculty member meet the department’s performance expectations. Probationary reviews of new faculty members must report on these plans to the dean and the provost. Departments are also encouraged to develop mentoring programs that provide a structured approach to peer mentoring.
- ADVANCE Education and Awareness Workshops. The UMBC ADVANCE Program, in collaboration with the UMBC Faculty Development Center, offers diversity-specific education and awareness workshops for chairs and faculty mentors.
- Evaluation of Deans and Chairs. The provost’s annual review of the deans and the deans’ reviews of chairs include a mandatory evaluation of activities and initiatives that support and promote the diversity mission of the university.
- Women Involved in Learning and Leadership (WILL) Program. The WILL Program at UMBC engages students, faculty, and student affairs staff in a learning community that promotes academic excellence, leadership development, career exploration, and civic engagement for women.

B. Staff Diversity Initiatives

In an effort to build and maintain an environment that prohibits discrimination and promotes a culture of equal opportunity, inclusion, and respect for all members of the UMBC campus community, the UMBC Human Resources and Human Relations departments have implemented the following strategies:

- Educating, designing and implementing programs, workplace practices, policies, and procedures to prevent illegal discrimination in employment, or admission to and participation in educational programs and activities on the

basis of race, color, national origin, ethnic background, ancestry, sex, disability, age, marital status, sexual orientation, veteran's status, or religion.

- Ensuring that all recruitment, selections, and personnel transactions are conducted in conformity with federal, state, and local laws and regulations as they apply to equal employment opportunity.
- Attending relevant job fairs and advertising in various newspapers, internet websites, and professional journals that reach diverse audiences.
- Providing relevant best practices education for campus search committees. This includes non-discriminatory application evaluation, interviewing, and selection. In addition, all search committees are required to provide the Human Resources office with documentation that identifies the search committee diversity demographics, and the identification of all advertising media.
- Annually developing and monitoring the University's Affirmative Action Plan (AAP) to track employment-related actions and progress towards placement and advancement goals for minority and female applicants and employees.
- Establishing and maintaining non-discriminatory compensation and classification practices.
- Publishing procedures for filing grievances and discrimination complaints, including sexual harassment and ADA violations. Faculty, staff and students may resolve interpersonal conflict through a variety of campus portals. The Center for Mediation and Conflict Resolution provides additional opportunities for proactive conflict resolution through mediation, conflict coaching, education and training, creative problem- solving, facilitation and referrals.
- Providing leadership and interpersonal skills education and training for all UMBC management and supervisory personnel.

The UMBC's President's Commission for Women has also undertaken several initiatives related to faculty and staff diversity efforts. Some examples include:

- Beginning in 2007, the President's Commission for Women worked with the Office of Human Resources to report salaries for staff with comparable positions and years of service according to gender. This report will now be generated annually and evaluated for possible gender wage inequities across campus.
- The President's Commission for Women solicits nominations for an Achievement Award which celebrates people at UMBC who have extraordinarily contributed to work to promote understanding among people of different groups, cultures, and socioeconomic backgrounds and who have

advocated for the elimination of gender inequality. The Achievement Award recipient is recognized during the annual Presidential Faculty and Staff Awards Ceremony, and his/her accomplishments are announced to the campus.

C. Student Based Diversity Initiatives

C.1. Undergraduate Student Recruitment and Retention Efforts

- Established an Admissions Counselor and Coordinator of Multicultural Recruitment position to assist in the development and implementation of a strategic plan for minority recruitment.
- Established a Hispanic/Latino Admissions Advisory Group to inform the recruitment and outreach strategies to attract qualified Hispanic/Latino students. Advisory Group consists of representatives from faculty, Hispanic Student Associations, Student Affairs (Mosaic Center), Marketing, Alumni and Admissions.
- Host annual Reception for Talented African-American High School Students to recognize accomplishments of high school sophomores and juniors and to provide opportunity for students and families to learn more about UMBC. Event held on-campus.
- Host annual Reception for Talented Hispanic/Latino High School Students to recognize accomplishments of high school sophomores and juniors and to provide opportunity for students and families to learn more about UMBC. Event held in Montgomery County.
- Established Transfer Student Alliance (TSA) programs with Montgomery College and Community College of Baltimore County to identify outstanding students early in their academic careers who intend to matriculate at UMBC, including UMBC@Shady Grove, upon completion of their Associate's degree. Participants benefit from combined programmatic efforts and discounted concurrent enrollment. Upon successful completion of the program, participants receive priority orientation/registration, guaranteed upper class housing, and \$1,500 merit scholarship.
- Established a campus-wide Articulation Workgroup to facilitate the development of 2+2 program articulation agreements with community college partners. These agreements serve in easing the transition of students from the 2-year to 4-year program and facilitating timeliness to degree completion. Partnerships/agreements signed or currently under development include Information Systems, Management of Aging Services, Social Work, Health

Administration and Policy, Emergency Health Services, Psychology, Political Science and the Honors College.

- Partner with CollegeBound Foundation, a pre-college program, to introduce students to opportunities for study at UMBC. Campus visits, application fee waivers and scholarships are among the partnership agreements.
- The Learning Resources Center offers a variety of tutoring and success programs and resources for all UMBC students, particularly those of diverse backgrounds. Examples include:
 - Tutoring in the Math Lab and the Writing Center during evening hours.
 - Training tutors in these areas: Building Intercultural Communication and Relationships, Tutoring Students with Disabilities, Helping Students Learn to Learn, and Tutoring in a Multicultural and Diverse Environment.
 - Teaching non-traditional and traditional students with an incomplete math background.
 - Using culturally diverse reading assignments.
 - Working with International Education Services to be able to hire student assistants and tutors who need Social Security Cards.
 - Hiring tutors who reflect the diversity of the UMBC student body.
- The Women's Center addresses the needs of visitors which may not otherwise be met by other offices on campus, including returning students and student/faculty/staff who are parents, international students overwhelmed by the campus environment, lesbian, gay, bisexual and transgender (LGBT) community members who are seeking support outside of the scope of the student organization, etc. By providing access to unique services, resources, and facilities, the Women's Center assists a diverse population of students, faculty, and staff in continuing their education despite life experiences and obstacles and/or performing their jobs more effectively and comfortably.
- Meyerhoff Scholarship Program
 - Recruits talented undergraduate students who are interested in promoting minority education. The current demographics of the Meyerhoff Scholars community include 52% African Americans, 22% Caucasians, 21% Asians and 5% Hispanics.
 - Summer bridge to prepare students for UMBC standards.
 - Provides financial and academic support.
 - Provides information about PhD and MD/PhD programs through contacts with and visits from representative with competitive schools.
 - Provides assistance with applications to PhD and MD/PhD programs.
 - Promotes high level academic performance through program culture and “intrusive advisement”.
 - Promotes summer research internships.

- Promotes participation in national meetings. Many students go to the Annual Biomedical Research Conference for Minority Students (ABRCMS).
- Creates community of high performing undergraduates interested in research careers.
- MARC Program (Minority Access to Research Careers) – Supported by grant from the National Institute for General and Medical Sciences (NIGMS)
 - Recruits talented, juniors mainly from underrepresented minority groups– open to all students interested in promoting minority education.
 - Provides scholarship and covers most tuition and fees (juniors and seniors).
 - Promotes high level academic performance through program culture and “intrusive advisement”.
 - Requires year-round participation in research.
 - Provides information about PhD and MD/PhD programs through contacts with and visits from representative with competitive schools.
 - Provides contacts with directors of T32 NIH training grants.
 - Provides GRE training course.
 - Course in research conduct and ethics.
 - Provides monthly seminar speakers from around the country for undergraduates.
 - Promotes participation in national meetings. Many students go to ABRCMS and almost all students present papers.
 - Promotes participation by seniors in other meetings, e.g. The American Society for Biochemistry and Molecular Biology (ASBMB) annual meeting – students present posters.
 - Co-sponsor of Undergraduate Research and Creativity Achievement Day at UMBC.
 - Co-sponsor of annual community college transfer day.
 - Creates community of high performing undergraduates interested in research careers.
- Center for Women and Information Technology (CWIT)
 - CWIT supports UMBC’s commitment to diversity at all levels and its efforts to create a campus community rich in intellectual, cultural, and ethnic diversity. CWIT helps the University achieve its regional and national mission by identifying those areas in science, technology, and engineering where women are significantly underrepresented and attracting well-qualified female students to UMBC through special scholarship initiatives such as the CWIT Scholars Program, Bits & Bytes,

and other programs that attract talented high school graduates in technology and engineering.

- CWIT is currently conducting a climate survey among the undergraduate students in the College of Engineering and Information Technology at UMBC. Data is being gathered both through a web survey as well as through focus group discussions. Analysis of the data is expected to be complete by Fall 2009 and will guide future initiatives in the College.
- The Division of Student Affairs has ongoing among its various offices a large number of initiatives supporting diversity.
 - The Office of the Vice President for Student Affairs is currently conducting a benchmarking survey to assess students' perceptions of and experiences in UMBC's diverse learning environment. Data was collected in December 2008 and January 2009 using the Educational Benchmarking Inc. (EBI) Campus Climate Assessment instrument. The overall response rate was 23.4%. Data analysis has just begun so there are no reportable results available yet. Follow-up focus groups are planned for spring 2009 to better understand student perceptions and experiences with diversity.
 - The director of the office of Off-Campus and Transfer Student Services (OCSS) is organizing an Achievement Gap Roundtable to explore initiatives to promote academic success and achievement of African American male transfer students.

The Achievement Gap Roundtable works with faculty, staff, student mentors and offices such as Student Support Services, Admissions, Sociology, Institutional Research and Meyerhof scholars/coordinators to recommend strategies and outreach support for incoming African-American male transfers from economically disadvantaged communities. The OCSS Transfer Student Network works with adult learners, evening and part-time students by providing Transfer Peers, outreach resource tables and mentoring through the Good Evening Commuters Program. It is working in conjunction with the UMBC Chapter of Tau Sigma, and in cooperation with the Transfer Student Alliance program to offer academic enrichment and transition support for incoming transfer students.

Commuter Connection - The objective of the Commuter Connection is creating a space for commuters to connect with each other and feel welcomed on campus. Commuter Connection peers follow-up directly with incoming first-year students, serve as advocates and organize monthly social events as well as weekly outreach.
 - The Residential Life Office through its student staff selection process has a commitment to creating a staff that is reflective of the UMBC community.

- With roommate and community agreements, students are able to create standards that are agreeable to all students living in a shared space. This creates an environment where everyone has the opportunity to create a learning environment in which they will be a successful student.
- Starting in 2008, a gender neutral housing option was offered to meet the needs of transgendered students.
- Most of our community buildings are ADA accessible.
- During the first 6 weeks of school each community promotes at least one multicultural exploration program, allowing students to explore opportunities in their community to experience diversity.
- Through the development of programmatic curriculums each community staff is able to develop programs that are specific to the needs of that population. This is based off demographics, observations made during the first 6 weeks of school, Chickering's theory of development and the Student Affairs learning objectives.
- By promoting the Community Living Principles, standards set and encouraged at the start of each year, students are encouraged to create a community where all of its members feel included, respected and as though they belong. The Community Living Principles, created by students in 2003 are: Live and Study with Integrity, Seek to Understand Others, Cooperate and Compromise, and Take Action to Improve Your Community.
- During student staff training each year a variety of opportunities are offered to further develop and advance multicultural competencies, so they can better serve the student population they work with. This also allows them to further encourage and support the advancement of the students on their floors.
- In July 2006, the Office of Student Life hired a full-time Assistant Director for Cultural and Religious Diversity position to work with a part-time Graduate Coordinator to oversee and direct the Mosaic: Culture and Diversity Center and the Interfaith Center. These positions work with a paraprofessional student staff, student organizations, student affairs and academic departments to create diversity and social justice educational programs, events, and training for the campus community.
- The Leadership Consultants Program is a year-long leadership development program that trains a select group of UMBC students about leadership and to be leadership educators and facilitators on campus.
- The Director of Student Life serves as the Co-Chair for Fall and Winter Welcome Week Planning Committee. Welcome Week Diversity-Related Programs include:

- R.E.S.P.E.C.T (Annual Welcome Week Lecture/Presentation) – Dr. Maura Cullen, a motivational speaker presents a thought-provoking speech in this time of political correctness.
- Latino Student Program (Meet & Greet Reception)
- Asian Student Program (Meet & Greet Reception)
- Experience IT (Campus-Wide Diversity Meet & Greet Reception)
- Civic Imagination and Social Entrepreneurship Class team taught by the Coordinator for Leadership and Engagement Initiatives in cooperation with the Sondheim Public Affairs Scholars Program Assistant Director.
- Various Student Events Board (SEB) and Student Government Association (SGA) Student Coordinated Events that are open to the entire campus community and occur throughout the year (SEB advised by the Coordinator for Major Events and Programs, SGA advised by the Coordinator for Leadership and Engagement Initiatives).
- The University Counseling Center has Campus Outreach Programming (presentations and facilitated discussions in residence halls, academic classes, student organizations, and faculty/staff groups) by request.
- The Annual Diversity Recruitment Event (Co-sponsored by the National Society of Black Engineers) - A recruitment event open to and marketed to all students. It provides networking opportunities for undergraduate, graduate students and alumni. A guest speaker also presents on relevant career survival topics pertinent to our diverse students including students with disabilities.
- Career Services Center (CSC) Website - Linked from the CSC website is a plethora of information and resources organized according to services and programs (career exploration, job search and skills development, grad. school information), events, campus resources and on-line resources that would be useful for diverse populations. The CSC has a webpage and links dedicated to special needs students, women, Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) students, and international students. The website also links to relevant resource information and networking opportunities, as well as well as information on companies designating themselves as LGBTQ-friendly.
- CSC Website - Hi-Tech Career Fair - CSC coordinates the campus-wide registration for this event, which is sponsored by Career Communications Group. Geared toward STEM, business and health-related majors, this event is an excellent opportunity for students to advance their job search, network with top employers, acquire internships and explore graduate education. This event is open to all students.

- UMBC McNair Program/Meyerhoff Scholarship Program - CSC provides on-going workshops (resume and curriculum vitae development, services overview) to students participating in the McNair Scholars programs. CSC also provides career workshops on an as-needed basis for students enrolled in the Meyerhoff Scholarship Program.
- First Year and Sophomore Students - Career Timeline: The CSC has a “Career Timeline” that is readily distributed at campus-wide and Admissions events. The timeline informs these students of available resources for first and second-year students. It also gives specific career goals for each academic year.
- First Year Experiences (FYE) and Introduction to an Honors University (IHU) - CSC regularly presents topics of interest to FYE’s and IHU’s throughout the year. In the summer of 2008, career services facilitated a one day dependable strengths program for the Summer Bridge program.
- Transfer/Commuter Students - Workshops and Seminars: Each semester CSC provides a variety of career workshops and seminars offered in conjunction with the Off-Campus Student Services and the Transfer Student Network. Evening hours are offered each Tuesday until 7:00 p.m. to accommodate commuter students with demanding schedules.
- The Commons recently developed the Social Justice Lounge. It will enable the Commons Advisory Board, composed of students and student leaders, along with other campus offices and student organizations, a passive programming space with display opportunities. The broader use of this space will encompass diversity-related displays and education.
- UMBC Transit's current fleet purchases are handicap accessible.
- UMBC Transit provides audio versions of the bus schedule for visually impaired clients.
- Women’s Health Seminars – A one hour informative discussion with female students who are receiving their first gynecological exam at University Health Services (UHS). Topics discussed with women include procedures and expectations for the exam, STIs, contraceptive information, etc.
- World AIDS Day – The Office of Health Education and the Peer Health Advocates collaborate with other groups on and off campus to educate the entire UMBC community about HIV/AIDS. Although African Americans are not the only student group targeted, there is specific information and programs targeted to this population due to the large number of African Americans infected with HIV/AIDS. Although Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) students are not the focus, they are a

group that heavily attends these events, and special programs are done for this population.

- Alcohol Edu – An online alcohol education course that all incoming UMBC freshmen must complete.
- The Naked Roommate – An interactive program for residential students which gives them scenarios about the difficulties of living with others.
- Surviving the Freshmen 15 – A nutrition program targeted for freshmen students.
- Student Peer Health Advocates participate in approximately 10-15 IHU courses each Fall semester. Presentation topics include UHS services, nutrition, stress management, etc. Sample programs planned by the Peer Health Advocates include: Sexual Jeopardy – An interactive game with questions about sexual health issues; Sex in the Dark – This program allows students to write down any questions they have about sexual health on index cards, which are then collected and read with a flash light to provide anonymity, a modified version focuses on LGBTQ students when requested.
- Student Peer Health Advocates participate in “Good Morning Commuters” every semester. They provide information about safety on and off campus, as well as health resources for transfer and commuter students.
- Office of Health Education is designated as a Safe Space for LGBTQ students. The Assistant Director completed Safe Space Training. In addition, Health Education staff and Student Peer Health Advocates actively participate in UMBC Talks, a discussion about diversity issues on UMBC’s campus. Health Educators and Peers facilitate many discussions about diversity issues and health related topics.
- UMBC is a member institution of the Leadership Alliance (LA). The mission of the LA is to increase the number of underrepresented racial and ethnic minorities in the academy as educators, leaders and decision makers.

In summer 2008, a milestone in the history of the LA was celebrated: more than 100 of the students who began in the programs as undergraduates have obtained either a PhD (106) or an MD/PhD (10). A recently held symposium highlighted these doctoral scholars; a Meyerhoff Scholar was one of the honorees.

The flagship program of the LA is the Summer Research Early Identification Program that focuses on introducing undergraduate students to the world of academic careers by real-world research experiences at competitive research institutions that are a part of the LA.

Since 1995, the LA National Symposium has been the common meeting place of Alliance-affiliated undergraduates, graduate students, and faculty/administrators. The Symposium provides presentation experiences for all undergraduates, professional development mentoring, a graduate school recruitment fair & exposure to underrepresented role models.

LA graduate and postdoctoral activities include pre-doctoral fellowships, dissertation fellowships and the Emerging Ph.D. Yearbook.

C.2. Graduate Student Recruitment and Retention Efforts

- Graduate Horizons – Bring approximately 50 underrepresented minority students from around the country and Puerto Rico to visit UMBC for a weekend of workshops on the graduate school process and visits to academic departments.
- PROMISE is Maryland’s Alliance for Graduate Education and the Professoriate program, an alliance among UMBC, UMCP, and UMB. Led by UMBC, it uniquely serves the needs of graduate students across three campuses through activities that range from retreats, seminars, and conferences, to informal discussions during breakfast. The services and programs of PROMISE are open to all graduate students who are seeking or interested in obtaining the PhD, regardless of discipline. The focus of the services and programs is geared toward one of the goals of PROMISE: To increase the numbers and diversity of Maryland's graduate student population in sciences, technology, engineering, and math (STEM) fields. The services and programs of PROMISE will always reflect this goal. PROMISE seeks to increase diverse representation by designing programs that will successfully cultivate new students from diverse ethnicities; and facilitate retention, successful graduation through the PhD, and preparation for the professoriate.
- Attend undergraduate research presentations at conferences of organizations and universities that attract a diverse student body. Examples include: National Society of Black Engineers, Society for the Advancement of Chicano and Native American Scientists, McNair Scholars, American Indian Science and Engineering Society, National Society of Black Physicists, Universidad Metropolitana (Puerto Rico).
- Talk with students at their posters/presentations about opportunities for graduate study at UMBC. Serve on panels about graduate school.
- Identify potential students from available lists and from colleagues across the country.

- Provide application fee waivers to several groups such as McNair Scholars and Project 1000 applicants.
- Work with graduate admissions committees in each program to tailor their recruitment activities.
- Graduate Student Dependable Strengths Training: The Career Services Center offers a two-day strengths assessment training course for current graduate students. All CSC Career Specialists are trained facilitators.
- Career Seminars: CSC has offered for the past several years a job search and networking seminar targeting graduate students. This program has been offered in collaboration with the PROMISE Program. Within the Career Services Center, there is a designated liaison to the UMBC graduate programs that has a collaborative relationship with the various graduate programs on campus and the Graduate Dean's Office.
- Extended orientation program through the PROMISE program targeted at underrepresented students from UMBC, UMCP and UMB. Incoming students are paired with peer mentors. Workshops include academic study skills and maximizing the relationship with your advisor.
- Graduate Student Success Seminars with four tracks: 1) academic success; 2) developing professional skills (presentations, writing journal papers); 3) Professors in Training; and, 4) life balance.
- PROMISE sponsored activities across the three campuses: Fall Harvest Dinner and celebration of success; January research conference to prepare for presentations at professional society conferences; spring community building retreat; end of the year family picnic and awards ceremony.
- Ph.D. Candidacy Reception to recognize those students who have reached Ph.D. candidacy in the past year.
- Dissertation House – concentrated period of time to work on writing the dissertation with the aid of a dissertation coach. Full-week program held twice per year on campus; weekend program held at spring community building retreat; booster sessions held on selected Fridays throughout the year.
- Thesis/dissertation coaching office hours every Friday.
- Group counseling sessions conducted by the University Counseling Services on general issues and on thesis/dissertation completion.
- Graduate student chapter of the Women in Science and Engineering (WISE).
- The Graduate Student Association receives advisory and funding support through the graduate school via a part-time Executive Director position.
- UMBC is a member of the GEM Consortium and the National Physical Sciences Consortium. Both organizations provide graduate fellowships for underrepresented minorities in STEM disciplines. UMBC provides matching funds.

- The Graduate School works with departments to obtain training grants that target minorities and women and/or promote their participation. Currently have: Graduate Assistance in Areas of National Need (GAANN) from U.S. Dept. of Education; NSF Bridge to the Doctorate; NSF Integrative Graduate Education and Research Traineeship (IGERT); NIH supported Meyerhoff Graduate Program training grant; NIH Chemistry/Biology Interface.
- Many programmatic activities are sponsored through PROMISE: Maryland's Alliance for Graduate Education and the Professoriate (AGEP) funded by the National Science Foundation. Other programs supported through the Ph.D. Completion Project funded by the Council of Graduate Schools.
- UMBC participates in the Southern Regional Education Board (SREB) Dissertation Year Fellowships which strives to increase the diversity of students who earn Ph.D.s and become college and university faculty.
- Academic departments have a variety of student retention efforts, such as:
 - New student orientation.
 - Brownbag seminars that emphasize research techniques.
 - Organization of forum and lectures focusing on topics such as race and immigration and interdisciplinary/multidisciplinary themes.
 - Establishment of graduate student organizations that provide leadership training and a sense of community for graduate students.
- The Meyerhoff Graduate Fellows Program at UMBC began in 1996 with an MBRS-IMSD (Minority Biomedical Research Support – Initiative for Minority Student Development) grant from the National Institute of General Medical Sciences. The program is open to all U.S. citizens and permanent residents with an interest in the underrepresentation of minorities in the biomedical and behavioral sciences.

The purpose and goal of the Meyerhoff Graduate Fellows Program is to increase the number of underrepresented minorities in the biomedical and behavioral sciences that earn PhD degrees and obtain leadership and research positions in academia, government, and industry. To achieve this goal, the NIH-sponsored graduate program efforts are focused on the following objectives: (i) *recruitment*; (ii) *retention*; (iii) *academic performance*; (iv) *research performance*; and (v) *postgraduate support*.

The program retention rates (91% over the past 4 years; 76% since inception) exceed departmental and institutional averages. To date, 23 Meyerhoff Graduate Fellows have earned Ph.D.'s

C.3. Initiatives for Foreign Nationals

- Working with the International Education Services (IES) office, the CSC addresses the employment preparation needs of international students and ensures that they understand their respective immigration requirements.
- CSC provides individual career counseling for international students by appointment. “Mock interviews” are role-played interviews with a career specialist where the students are coached and given constructive feedback on their interviewing skills. The majority of students participating in the mock interview program are international students. During Career Week, a workshop is presented that focuses specifically on job searches for international students.
- The IES office serves international students and faculty for the duration of their stay at the university. Throughout the academic year, IES staff prepares workshops to help the international population on such issues as travel documentation, understanding immigration regulatory changes, U.S. tax obligations, health insurance needs, among others. The IES office also plans social events and gatherings to ensure that international students feel properly welcomed and confident that UMBC appreciate the intercultural richness they bring to our community.
- Commons Administration and Transit
 - The international flag display, which the Commons created, is a daily reflection of our campus national origin diversity. The display is updated periodically to reflect the current countries of origin within the present population.

C.4. Outreach Initiatives

- Alumni Dependable Strengths Training Workshops - At least once per semester, the Career Services Center offers a two-day strengths assessment training course for alumni. All CSC Career Specialists are trained facilitators.
- Alumni Career Services -Alumni exceeding a one-semester grace period have access to a menu of career services on a fee-based basis. Services include one-on-one career counseling, a UMBCworks computer account (job listings and résumé referrals) and the above-mentioned Dependable Strengths Training Workshop.
- The Career Services Center Web site: There is a designated link on the website for alumni, including resource information and links on job search, networking, salary negotiation and information on the UMBC Alumni Services Office.

- The Office of Institutional Advancement (OIA) and its related entities have a significant amount of programming that reflects UMBC's commitment to diversity. The Alumni Relations Office has consistently been working to engage alumni from underrepresented groups, and to re-connect them to UMBC in a meaningful way. The Alumni Association has an officially recognized Chapter of Black and Latino Alumni that has hosted social and educational programming for alumni, and that raised money for UMBC scholarship funds, including the Esperanza Fund and the Second Generation Scholarship Fund.
- In addition, graduates of the Meyerhoff Scholarship Program have worked with OIA to develop a fund raising initiative to support this nationally recognized program. OIA is also working individuals from several alumni groups to pilot mentoring initiatives that will help UMBC graduates-- especially women and graduates of color-mentor current UMBC undergraduate and graduate students.
- The ACTiVATE Program is a partnership between the UMBC's business incubator and research park bwtech@umbc, the Alex. Brown Center for Entrepreneurship, the Center for Women and Information Technology, and the UMBC Office of Technology Development. It is a systematic model for increasing the commercialization of technology innovations from research institutions in the State of Maryland by training women entrepreneurs to create technology-based, start-up companies. Currently beginning its 5th cohort, ACiVATE has been nationally recognized for exposing talented, mid-career women to concepts of entrepreneurship, and preparing them to lead or launch new companies. To date, the program has trained more than 80 women, and 12 businesses have been launched to date.
- Every October, the Office of Health Education holds activities and events for Breast Cancer Awareness Month.
- Healthy Eating and Living Program (H.E.L.P.) – A program run by the UHS Health Behavior Change Specialist and Health Educator. Weekly meetings are held with informational sessions about nutrition, exercise, stress management, etc. These meetings act as a support group for many alumni, faculty and staff.

D. Process for Reporting Campus-Based Hate Crimes

UMBC has established a reporting process for campus-based hate crimes that is in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The University will investigate and report hate/bias incidents or crimes as required by applicable laws and regulations.

Anyone who is a victim of or learns of a hate/bias incident should report the incident to any of the following offices on campus: University Police, Office of Student Life, Office of Human Relations or Office of Human Resources.

The University Police conducts an initial investigation and assessment to determine if the matter should be handled by police or another campus office. If the Police determine that the incident does not involve criminal activity, it will contact the appropriate office from those listed above so that the appropriate administrative action, if warranted, can be taken pursuant to existing procedures. The unit responding to the complaint communicates information about the incident promptly to UMBC's Office of the President.

UMBC also has an agreement with the Baltimore County Police Department that outlines the process for the Baltimore County Police Department to report incidents to UMBC's Police Department in situations when the County Police takes reports that involve the UMBC campus.

III. Diversity Plan Moving Forward

A. Strategy

UMBC has embraced a broad definition for diversity in its faculty, staff and student populations. Such vision has been captured in the mission statement of the University and has guided the design and implementation of the many initiatives described in summary form in Section II of this document.

The Diversity Plan for UMBC is grounded on the four overarching commitments identified in the Introduction section and duplicated here for a re-affirmation of the Diversity Plan moving forward.

1. To ensure access to educational and employment opportunities for a diverse student, faculty, and staff community.
2. To provide conditions for personal success.
3. To provide a culture of inclusion and respect.
4. To encourage and support development and advancement.

While impressive and nationally-recognized achievements have resulted from the diversity initiatives in place, improvements are still needed at UMBC in order to fully realize and sustain the campus diversity goals. We will use the following strategy for such improvement efforts:

1. Develop institutional procedures for a system of accountability and responsibility for the Diversity Plan.
2. Implement methods for monitoring current status and progress on the Diversity Plan.
3. Identify areas where improvements are needed and develop recommendations with associated actions to achieve the desired improvement.

Further elaboration on this strategy is provided in the following sections.

B. Accountability/Responsibility

UMBC recognizes that its commitment to diversity will play a critical role in the University accomplishing its strategic objectives. As such, the President will identify an appropriate representative who will, at prescribed intervals, apprise the President of the status of and progress towards the University's diversity initiatives.

A Diversity Council will be established to develop, implement, and monitor appropriate procedures and activities that will ensure that the campus remains respectful and inclusive for all campus members. The President's representative will be a member of the Diversity Council.

In addition, UMBC management and supervisory personnel will be trained in best practices that promote diversity across all functions. They will receive ongoing informal and annual formal Performance Management Process (PMP) feedback regarding their individual diversity efforts.

C. Status and Progress on Diversity Plan

In 2002 UMBC prepared a *Minority Achievement Plan Report* to the University System of Maryland addressing four long-term goals, together with recommendations and associated actions. The goals and action items are as follows:

- **Goal #1:** Recruit and enroll a growing number of underrepresented minority undergraduates and prepare them for success.
 - Prepare an annual report comparing current indicators with baseline data.
 - Increase and enhance partnerships with high schools to align curricula and to improve instruction at the K-12 and higher-education levels.
 - Host teachers, counselors, and administrators from schools with large minority populations.

- Continue college-readiness programs and promote them to the community.
 - Continue marketing and recruitment efforts targeting minority students.
 - Enhance quality and increase number of services provided to transfer students.
 - Continue partnerships and 2+2 programs that connect community colleges and four-year institutions, especially the Historically Black Institutions (HBIs).
 - Analyze the relationship between student financial assistance and persistence.
- **Goal #2:** Increase the retention and graduation rates of underrepresented minority undergraduates.
 - Analyze MHEC's annual report on trends in retention and graduation rates for underrepresented minority undergraduates
 - Communicate the expectations for student performance, leadership, and service.
 - Improve student satisfaction.
 - Support student and faculty scholarship.
 - Provide mentoring to students.
 - Ensure that the curriculum reflects the contributions of diverse groups.
 - Offer bridge programs that provide summer academic enhancement, especially in mathematics and science, to incoming freshmen.
 - Promote full-time enrollment of undergraduate students.
 - Monitor academic performance of underrepresented undergraduate students on an ongoing basis.
 - Offer tutoring programs for undergraduate students.
 - Enhance academic-advising programs.
 - **Goal #3:** Increase the enrollment and graduation rates of underrepresented minority students in graduate and professional-degree programs.
 - Prepare an annual report showing increases in numbers and proportions of underrepresented minority post-baccalaureate students.
 - Implement research-opportunities programs for undergraduate students underrepresented in certain fields for graduate and professional education.
 - Enhance linkages (formal & informal) with a network of doctoral and research institutions to increase the numbers of minorities enrolled in doctoral and other professional degree programs.
 - Provide career-advisement that targets minority students.
 - Provide career-development activities featuring minority role models with advanced degrees.

- Provide graduate and professional school preparation workshops, seminars, and other activities.
- **Goal #4:** Reflect the diversity of Maryland’s demographics in faculty and staff.
 - Analyze USM Data Journal and Maryland demographic data annually to assess achievement of this Goal.
 - Enhance recruitment plans to expand the number of qualified minorities in applicant pools.
 - Expand marketing efforts to reach minority audiences.
 - Conduct workshops, training sessions, and programs that highlight UMBC's commitment to diversity.
 - Support mentoring activities and discussion groups for faculty and staff.
 - Identify reasons for minority faculty and staff attrition.
 - Offer counseling and advice regarding career opportunities, planning, and development.
 - Offer career development opportunities for staff.

The initiatives described in Section II above are clearly reflective of UMBC’s commitment to these long-term goals, and considerable progress has been made in achieving them. To illustrate:

- The percentage of minority undergraduates rose from 37.2% in fall 2002 to 45.4% in fall 2008.
- The percentage of underrepresented minority first-year freshmen rose from 11.3% in fall 2002 to 18.6% in fall 2008.
- The first-year retention rate for African American students rose from 86.6% in fall 2002 to 91.6% in fall 2007.
- The six-year graduation rate for African American students rose from 51.7% for the fall 1996 to 62.4% for the fall 2001 cohort.
- The percentage of minority graduate students increased from 19.2% in fall 2002 to 20.7% in fall 2008.
- The number of Undergraduate Research Awards (approximately \$1,500) awarded to minority students increased from 1 of 17 in spring 2003 to 9 of 44 in spring 2007.
- From 2004 to 2007, attendees at the *ADVANCE Faculty Horizons Program* included more than 100 underrepresented minorities in STEM disciplines, nearly all of whom were women.
- The percentage of minority non-faculty staff members at UMBC has averaged 28.9% over the past five years.

- The number of tenured and tenure-track women faculty members in STEM disciplines has risen from 20 in 1999 to 45 in 2008.
- The percentage of minorities among newly hired tenured and tenure-track faculty has risen from 26.7% in 2002 to 41.2% in 2008; the corresponding percentages for underrepresented minorities are 6.7% and 17.6%.

D. Recommendations

The goals of UMBC's Minority Achievement Plan focus, as required by the University System, on the racial and ethnic dimension of diversity, but our current vision of diversity is far more inclusive and incorporates gender, disability, sexual orientation and gender identity, religious affiliation, and other important characteristics. Because we have not systematically gathered information about the needs of faculty, staff and students and the issues that they face in relation to these characteristics, we plan to implement the following actions:

- a) Design and conduct a campus-wide climate survey (including faculty, staff and students).
- b) Analyze the data gathered by the climate survey and utilize the results to plan additional actions aimed at addressing the identified diversity issues. Identify trend data that could be utilized to monitor progress on diversity initiatives.
- c) Establish a Diversity Council to develop, implement, and monitor appropriate diversity-related procedures and activities. The Diversity Council will have a representative from the UMBC President's Office. The Council will meet semi-annually.
- d) Further enhance on-going initiatives by increasing the support for transfer students as UMBC continues to address the Achievement Gap.

This recommendation is advanced under overarching Commitment #1: "To ensure access to educational and employment opportunities for a diverse student, faculty, and staff community."

Fifty percent of UMBC's population is comprised of transfer students. Most are transferring from one of sixteen (16) 2-year schools in Maryland. Students and families choose to begin their education at a two-year school for various reasons including financial, location/convenience (conducive to family and work obligations), and academic support.

The racial/ethnic composition of Maryland's public high school graduating classes will continue to show substantial diversification over

the coming decade and beyond. The state's public high school graduating class is forecast to become "majority-minority" (when minority graduates outnumber White non-Hispanic graduates) in 2010-11. About 61% of Maryland high school graduates who go on to Maryland colleges in the fall attend community colleges.

African American transfer students at UMBC have a six-year graduation rate 10 percentage points lower than White transfer students. It is UMBC's goal to increase the six-year graduation rate of all full-time transfer students to 62% by the entering fall class in 2015. In doing so, UMBC will reduce the difference in graduation rates between African American transfer students and White transfer students to less than five percent. In particular, it is UMBC's goal to increase the African American male transfer six-year graduation rate to at least 50%.

A two-pronged approach will be utilized to achieve this goal. First, we will expand and modify the traditional Introduction to an Honors University (IHU) seminar to serve all incoming transfer students by fall 2010. At UMBC, the IHU seminar has always been open to both freshmen and transfer students. Too few new transfer students, however, take advantage of this optional opportunity. With adequate funding, we will scale up to 49 sections of IHUs so that we may serve all transfer students enrolled at UMBC, and, once we have that capacity, actually require all transfer students to participate in an IHU.

Second, we will develop and provide Supplemental Instruction (SI) in the courses transfer students most often fail in their first semester at UMBC. SI is a highly successful, peer-led, instructional method shown to reduce course failure and increase participant grades, GPAs, and retention. Student SI leaders drawn from the Meyerhoff Scholarship Program will engage students in the learning processes necessary to succeed. SI will be provided in courses where transfer students struggle academically and actually have higher failure rates.

Another important support for transfer students concerns articulation between two and four year programs. This is key to ensure a healthy and productive relationship between two and four year partners. Through well-defined articulation building processes institutions are assured that students are well prepared for the upper level coursework at the four year academy. Further, articulation allows students to move seamlessly from

the 2-year to the 4-year experience without fear of unexpected loss of credit and most importantly, ensures students' timely progression toward degree completion. Currently, UMBC's articulation efforts are coordinated by a campus-wide committee. This approach has not served the institution or its partner schools well in that it is often very slow, confusing and cumbersome. In addition, the current process lacks expertise needed in effectively building clearly defined articulation agreements.

We recommend hiring a Coordinator of Articulation. Among other duties, the Coordinator of Articulation would be responsible for:

- Serving as the university articulation specialist
 - Developing and maintaining college and program articulation agreements
 - Enhancing ease of transfer to UMBC
 - Developing and maintaining relationships with Community College faculty and staff
 - Reviewing, monitoring, and coordinating transfer and articulation processes and agreements.
- e) Further enhance on-going initiatives by providing additional support for increasing the diversity of UMBC's faculty and staff. Concerning faculty hiring, it is UMBC's goal to recruit at least 10 additional faculty members from historically under-represented groups in the next 3 years. As one component of the strategy to achieve this goal, it is recommended that each UMBC department develop a list of promising graduate minority Ph.D. students so they can be invited to apply when an appropriate search begins. A pool of travel funds should be established for current faculty to attend major professional society meetings and identify promising future underrepresented minority faculty candidates.

Concerning enhancement of staff diversity, it is UMBC's goal to recruit specifically an increased number of Hispanic and Asian staff members to its community.

- f) Enhance support for the success of faculty and staff members recruited to UMBC under the various diversity initiatives. Recruitment of diverse faculty and staff members to UMBC, coupled with results of the climate survey recommended in b) above, will illuminate more specific areas of need. The University should anticipate hiring one or two additional staff members to coordinate activities designed to promote access, development, fairness, acceptance, and a culture of inclusion on campus.

IV. Additional Resources

The following is a list of links to websites for various ongoing UMBC initiatives where additional information can be obtained about these programs

Southern Regional Education Board (SREB) Dissertation Year Fellowships

<http://www.umbc.edu/gradschool/funding/SREB>

Office of Student Life, Mosaic: Culture and Diversity Center and Interfaith Center

<http://www.umbc.edu/studentlife/diversity/index.php>

PROMISE Alliance

<http://www.umbc.edu/promise/>

ACTiVATE Entrepreneurship Program

<http://www.umbc.edu/activate/>

Faculty Sponsorship Committee

http://www.umbc.edu/advance/faculty_horizons.html

President's Commission for Women

<http://www.umbc.edu/women/>

Meyerhoff Scholars Program

<http://www.umbc.edu/meyerhoff/index.html>

Center for Women and Information Technology

<http://www.umbc.edu/cwit/>

ADVANCE

<http://www.umbc.edu/advance/>

Women's Center

<http://www.umbc.edu/womenscenter/>

Learning Resources Center

<http://www.umbc.edu/lrc/>

Graduate Student Organizations

<http://www.umbc.edu/studentlife/getinvolved/organizations.php#cat13>

Social Sciences Forum

<http://www.umbc.edu/socsforum/>

Division of Student Affairs

<http://www.umbc.edu/saf/>

Career Services Center

<http://www.careers.umbc.edu/>

Appendix – Budget

The following table presents the cost estimates for the activities included in the recommendations section III.D.

Introduction to an Honors University

IHU instructors for 49 sections @ \$1,000 each	\$	49,000
Faculty stipends for 13 linked IHUs @ \$1,000 each	\$	13,000
Stipends for 49 peer mentors @ \$250 each	\$	12,250
Training and support for instructors and peers	\$	11,000
Hybrid and online course development	\$	5,000
Evaluation	\$	10,000
Equipment and supplies	\$	6,000
Administrative support from student workers	\$	4,000
Total	\$	110,250

Supplemental Instruction

Coordinator salary and benefits (30%)	\$	52,000
Operational expenses (12%)	\$	5,400
Training and support for SI staff and SI leaders	\$	7,000
SI leader payroll* @ \$10 per hour	\$	18,720
Equipment and supplies	\$	5,000
Administrative support from student workers	\$	4,000
Evaluation	\$	10,000
Total:	\$	102,120

*Start with 4 courses x 3 SI Leaders x 6 hours per week
x \$10 per hour x 13 weeks x 2 semesters = \$18,720

Coordinator of Articulation salary and benefits (30%) \$ **52,000**

New URM Faculty Lines

10 positions at average salary of \$72K and benefits (27%)	\$	914,400
Costs for search and outreach @\$4K/search	\$	40,000
Total:	\$	954,400

Support staff

Two positions, salary and benefits (30%) \$ **104,000**

Grand Total \$ **1,322,770**

Section III: Demographic Data

UMBC DATA FOR CULTURAL DIVERSITY REPORT - 2017-18 Report

TABLE 5: STUDENTS

UNDER- GRADUATE	Baseline: 2008-2009				Baseline: 2009-2010				2010-2011				2015-2016				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	1,607	16.7%	729	878	1,646	16.5%	741	905	1,671	16.4%	758	913	1,924	17.1%	893	1,031	1,940	17.4%	907	1,033	2,028	18.1%	963	1,065
American Indian or Alaska Native	44	0.5%	25	19	52	0.5%	30	22	40	0.4%	21	19	16	0.1%	9	7	23	0.2%	15	8	23	0.2%	15	8
Asian	2,085	21.7%	1,106	979	2,034	20.4%	1,077	957	2,126	20.8%	1,171	955	2,295	20.4%	1,214	1,081	2,338	21.0%	1,248	1,090	2,417	21.5%	1,269	1,148
Hispanic/Latino	383	4.0%	201	182	388	3.9%	214	174	457	4.5%	230	227	670	6.0%	334	336	751	6.7%	375	376	829	7.4%	408	421
White	4,985	51.9%	2,911	2,074	5,150	51.8%	2,962	2,188	5,151	50.3%	3,005	2,126	4,906	43.6%	2,905	2,001	4,791	43.0%	2,901	1,890	4,620	41.1%	2,835	1,785
Native Hawaiian or other Pacific Islander*	-	0.0%			77	0.8%	24	53	47	0.5%	13	34	22	0.2%	9	13	13	0.1%	5	8	15	0.1%	7	8
Two or more races	-	0.0%			-	0.0%			164	1.6%	78	86	432	3.8%	225	207	429	3.9%	228	201	485	4.3%	259	226
Did Not Self Identify	157	1.6%	83	74	203	2.0%	105	98	167	1.6%	87	80	495	4.4%	308	187	417	3.7%	256	161	363	3.2%	214	149
International	351	3.7%	191	160	397	4.0%	230	167	407	4.0%	230	177	483	4.3%	268	215	440	3.9%	248	192	454	4.0%	253	201
TOTAL	9,612		5,246	4,366	9,947		5,383	4,564	10,210		5,593	4,617	11,243		6,165	5,078	11,142		6,183	4,959	11,234		6,223	5,011
GRADUATE	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	302	11.4%	107	195	356	12.2%	144	212	275	10.3%	104	171	313	12.1%	142	171	294	11.8%	143	151	321	13.2%	143	178
American Indian or Alaska Native	9	0.3%	5	4	9	0.3%	6	3	3	0.1%	1	2	4	0.2%	1	3	5	0.2%	1	4	3	0.1%	1	2
Asian	170	6.4%	76	94	200	6.8%	106	94	156	5.8%	75	81	204	7.9%	109	95	216	8.6%	117	99	191	7.9%	109	82
Hispanic/Latino	69	2.6%	27	42	75	2.6%	32	43	83	3.1%	37	46	110	4.2%	58	52	105	4.2%	60	45	104	4.3%	52	52
White	1,400	52.7%	617	783	1,535	52.5%	679	856	1,274	47.6%	585	689	1,265	48.7%	639	626	1,158	46.4%	581	577	1,076	44.3%	524	552
Native Hawaiian or other Pacific Islander*	-	0.0%			9	0.3%	1	8	8	0.3%	1	7	5	0.2%	3	2	4	0.2%	3	1	2	0.1%	1	1
Two or more races	-	0.0%			-	0.0%			18	0.7%	8	10	38	1.5%	22	16	49	2.0%	23	26	48	2.0%	20	28
Did Not Self Identify	278	10.5%	126	152	232	7.9%	107	125	398	14.9%	213	185	98	3.8%	58	40	95	3.8%	56	39	118	4.9%	53	65
International	428	16.1%	232	196	507	17.3%	275	232	463	17.3%	241	222	559	21.5%	320	239	572	22.9%	328	244	565	23.3%	320	245
TOTAL	2,656		1,190	1,466	2,923		1,350	1,573	2,678		1,265	1,413	2,596		1,352	1,244	2,498		1,312	1,186	2,428		1,223	1,205

UNDER- GRADUATE	% chg 08-17	% chg 16-17
African American/Black	26.2%	4.5%
American Indian or Alaska Native	-47.7%	0.0%
Asian	15.9%	3.4%
Hispanic/Latino	116.4%	10.4%
White	-7.3%	-3.6%
Native Hawaiian or other Pacific Islander*	na	15.4%
Two or more races	na	13.1%
Did Not Self Identify	131.2%	-12.9%
International	29.3%	3.2%
TOTAL	16.9%	0.8%
GRADUATE	% chg 08-17	% chg 16-17
African American/Black	6.3%	9.2%
American Indian or Alaska Native	-66.7%	-40.0%
Asian	12.4%	-11.6%
Hispanic/Latino	50.7%	-1.0%
White	-23.1%	-7.1%
Native Hawaiian or other Pacific Islander*	na	-50.0%
Two or more races	na	-2.0%
Did Not Self Identify	-57.6%	24.2%
International	32.0%	-1.2%
TOTAL	-8.6%	-2.8%

UNDER- GRADUATE	% chg 09-17	% chg 16-17
African American/Black	23.2%	4.5%
American Indian or Alaska Native	-55.8%	0.0%
Asian	18.8%	3.4%
Hispanic/Latino	113.7%	10.4%
White	-10.3%	-3.6%
Native Hawaiian or other Pacific Islander*	-80.5%	15.4%
Two or more races	na	13.1%
Did Not Self Identify	78.8%	-12.9%
International	14.4%	3.2%
TOTAL	12.9%	0.8%
GRADUATE	% chg 09-17	% chg 16-17
African American/Black	-9.8%	9.2%
American Indian or Alaska Native	-66.7%	-40.0%
Asian	-4.5%	-11.6%
Hispanic/Latino	38.7%	-1.0%
White	-29.9%	-7.1%
Native Hawaiian or other Pacific Islander*	-77.8%	-50.0%
Two or more races	na	-2.0%
Did Not Self Identify	-49.1%	24.2%
International	11.4%	-1.2%
TOTAL	-16.9%	-2.8%

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ALL STUDENTS	#		% Male		#		% Male		#		% Male		#		% Male		#		% Male		#		% Male	
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	1,909	15.6%	836	1,073	2,002	15.6%	885	1,117	1,946	15.1%	862	1,084	2,237	16.2%	1,035	1,202	2,234	16.4%	1,050	1,184	2,349	17.2%	1,106	1,243
American Indian or Alaska Native	53	0.4%	30	23	61	0.5%	36	25	43	0.3%	22	21	20	0.1%	10	10	28	0.2%	16	12	26	0.2%	16	10
Asian	2,255	18.4%	1,182	1,073	2,234	17.4%	1,183	1,051	2,282	17.7%	1,246	1,036	2,499	18.1%	1,323	1,176	2,554	18.7%	1,365	1,189	2,608	19.1%	1,378	1,230
Hispanic/Latino	452	3.7%	228	224	463	3.6%	246	217	540	4.2%	267	273	780	5.6%	392	388	856	6.3%	435	421	933	6.8%	460	473
White	6,385	52.0%	3,528	2,857	6,685	51.9%	3,641	3,044	6,405	49.7%	3,390	2,815	6,171	44.6%	3,544	2,627	5,949	43.6%	3,482	2,467	5,696	41.7%	3,359	2,337
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	86	0.7%	25	61	55	0.4%	14	41	27	0.2%	12	15	17	0.1%	8	9	17	0.1%	8	9
Two or more races	-	0.0%	-	-	-	0.0%	-	-	182	1.4%	86	96	470	3.4%	247	223	478	3.5%	251	227	533	3.9%	279	254
Did Not Self Identify	435	3.5%	209	226	435	3.4%	212	223	565	4.4%	300	265	593	4.3%	366	227	512	3.8%	312	200	481	3.5%	267	214
International	779	6.3%	423	356	904	7.0%	505	399	870	6.8%	471	399	1,042	7.5%	588	454	1,012	7.4%	576	436	1,019	7.5%	573	446
TOTAL	12,268	100.0%	6,436	5,832	12,870		6,733	6,137	12,888		6,858	6,030	13,839		7,517	6,322	13,640		7,495	6,145	13,662		7,446	6,216

ALL STUDENTS	% chg 08-17	% chg 16-17
African American/Black	23.0%	5.1%
American Indian or Alaska Native	-50.9%	-7.1%
Asian	15.7%	2.1%
Hispanic/Latino	106.4%	9.0%
White	-10.8%	-4.3%
Native Hawaiian or other Pacific Islander*	na	0.0%
Two or more races	na	11.5%
Did Not Self Identify	10.6%	-6.1%
International	30.8%	0.7%
TOTAL	11.4%	0.2%

ALL STUDENTS	% chg 09-17	% chg 16-17
African American/Black	17.3%	5.1%
American Indian or Alaska Native	-57.4%	-7.1%
Asian	16.7%	2.1%
Hispanic/Latino	101.5%	9.0%
White	-14.8%	-4.3%
Native Hawaiian or other Pacific Islander*	-80.2%	0.0%
Two or more races	na	11.5%
Did Not Self Identify	10.6%	-6.1%
International	12.7%	0.7%
TOTAL	6.2%	0.2%

TABLE 6: FACULTY

ALL FACULTY	Baseline: 2008-2009				Baseline: 2009-2010				2010-2011				2015-2016				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	60	5.9%	24	36	54	5.3%	24	30	53	5.1%	25	28	69	6.8%	33	36	71	7.1%	31	40	69	6.8%	32	37
American Indian or Alaska Native	2	0.2%	-	2	3	0.3%	1	2	2	0.2%	1	1	2	0.2%	1	1	-	0.0%	-	-	2	0.2%	-	2
Asian	107	10.5%	72	35	132	13.0%	87	45	130	12.6%	83	47	130	12.7%	68	62	132	13.3%	70	62	143	14.0%	80	63
Hispanic/Latino	11	1.1%	6	5	12	1.2%	5	7	18	1.7%	7	11	23	2.3%	7	16	25	2.5%	10	15	31	3.0%	18	13
White	714	70.1%	430	284	710	69.8%	430	280	712	69.0%	434	278	732	71.8%	414	318	707	71.1%	405	302	718	70.5%	393	325
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	1	0.1%	1	-
Two or more races	-	0.0%	-	-	-	0.0%	-	-	2	0.2%	1	1	7	0.7%	4	3	4	0.4%	1	3	6	0.6%	2	4
Did Not Self Identify	1	0.1%	-	1	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-
International	123	12.1%	83	40	106	10.4%	73	33	115	11.1%	69	46	57	5.6%	33	24	55	5.5%	34	21	49	4.8%	30	19
TOTAL	1,018		615	403	1,017		620	397	1,032		620	412	1,020		560	460	994		551	443	1,019		556	463

ALL FACULTY	% chg 08-17	% chg 16-17
African American/Black	15.0%	-2.8%
American Indian or Alaska Native	0.0%	na
Asian	33.6%	8.3%
Hispanic/Latino	181.8%	24.0%
White	0.6%	1.6%
Native Hawaiian or other Pacific Islander*	na	na
Two or more races	na	50.0%
Did Not Self Identify	-100.0%	na
International	-60.2%	-10.9%
TOTAL	0.1%	2.5%

ALL FACULTY	% chg 09-17	% chg 16-17
African American/Black	27.8%	-2.8%
American Indian or Alaska Native	-33.2%	na
Asian	8.3%	8.3%
Hispanic/Latino	158.3%	24.0%
White	1.1%	1.6%
Native Hawaiian or other Pacific Islander*	na	na
Two or more races	na	50.0%
Did Not Self Identify	na	na
International	-53.8%	-10.9%
TOTAL	0.2%	2.5%

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TENURED/ TENURE TRACK FACULTY	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	21	5.6%	11	10	19	5.0%	10	9	20	5.3%	12	8	26	6.5%	13	13	26	6.5%	12	14	25	6.2%	11	14
American Indian or Alaska Native	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-
Asian	41	10.8%	26	15	30	13.1%	31	19	31	13.4%	32	19	67	16.9%	38	29	71	17.8%	41	30	75	18.6%	42	33
Hispanic/Latino	6	1.6%	3	3	7	1.8%	3	4	8	2.1%	3	5	13	3.3%	5	8	13	3.3%	7	6	13	3.2%	7	6
White	277	73.3%	175	102	282	74.0%	177	105	282	74.2%	177	105	279	69.8%	169	110	275	68.8%	164	111	275	68.1%	162	113
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-
Two or more races	-	0.0%	-	-	-	0.0%	-	-	1	0.3%	-	1	2	0.5%	-	2	2	0.5%	-	2	3	0.7%	-	3
Did Not Self Identify	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-
International	33	8.7%	18	15	23	6.0%	14	9	18	4.7%	10	8	13	3.3%	8	5	13	3.3%	7	6	13	3.2%	8	5
TOTAL	378		233	145	381		235	146	380		234	146	400		233	167	400		231	169	404		230	174
NON-TENURE TRACK FACULTY	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	39	6.1%	13	26	35	5.5%	14	21	33	5.1%	13	20	43	6.9%	20	23	45	7.6%	19	26	44	7.2%	21	23
American Indian or Alaska Native	2	0.3%	-	2	3	0.5%	1	2	2	0.3%	1	1	2	0.3%	1	1	-	0.0%	-	-	2	0.3%	-	2
Asian	66	10.3%	46	20	82	12.9%	56	26	79	12.1%	51	28	63	10.2%	30	33	61	10.3%	29	32	68	11.1%	38	30
Hispanic/Latino	5	0.8%	3	2	5	0.8%	2	3	10	1.5%	4	6	10	1.6%	2	8	12	2.0%	3	9	18	2.9%	11	7
White	437	68.3%	235	182	428	67.3%	253	175	430	66.0%	257	173	453	73.1%	245	208	432	72.7%	241	191	443	72.0%	231	212
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	1	0.2%	1	-
Two or more races	-	0.0%	-	-	-	0.0%	-	-	1	0.2%	1	-	5	0.8%	4	1	2	0.3%	1	1	3	0.5%	2	1
Did Not Self Identify	1	0.2%	-	1	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-
International	90	14.1%	65	25	83	13.1%	59	24	97	14.9%	59	38	44	7.1%	25	19	42	7.1%	27	15	36	5.9%	22	14
TOTAL	640		382	258	636		385	251	652		386	266	620		327	293	594		320	274	615		326	289

TENURED/ TENURE TRACK FACULTY	% chg f08-f17	% chg f16-f17
African American/Black	19.0%	-3.8%
American Indian or Alaska Native	na	na
Asian	82.9%	5.6%
Hispanic/Latino	116.7%	0.0%
White	-0.7%	0.0%
Native Hawaiian or other Pacific Islander*	na	na
Two or more races	na	50.0%
Did Not Self Identify	na	na
International	-60.6%	0.0%
TOTAL	6.9%	1.0%
NON-TENURE TRACK FACULTY	% chg f08-f17	% chg f16-f17
African American/Black	12.8%	-2.2%
American Indian or Alaska Native	0.0%	na
Asian	3.0%	11.5%
Hispanic/Latino	260.0%	50.0%
White	1.4%	2.5%
Native Hawaiian or other Pacific Islander*	na	na
Two or more races	na	50.0%
Did Not Self Identify	-100.0%	na
International	-60.0%	-14.3%
TOTAL	-3.9%	3.5%

TENURED/ TENURE TRACK FACULTY	% chg f09-f17	% chg f16-f17
African American/Black	31.6%	-3.8%
American Indian or Alaska Native	na	na
Asian	50.0%	5.6%
Hispanic/Latino	85.7%	0.0%
White	-2.5%	0.0%
Native Hawaiian or other Pacific Islander*	na	na
Two or more races	na	50.0%
Did Not Self Identify	na	na
International	-43.5%	0.0%
TOTAL	6.0%	1.0%
NON-TENURE TRACK FACULTY	% chg f09-f17	% chg f16-f17
African American/Black	25.7%	-2.2%
American Indian or Alaska Native	-33.3%	na
Asian	-17.1%	11.5%
Hispanic/Latino	260.0%	50.0%
White	3.5%	2.5%
Native Hawaiian or other Pacific Islander*	na	na
Two or more races	na	50.0%
Did Not Self Identify	na	na
International	-56.6%	-14.3%
TOTAL	-3.3%	3.5%

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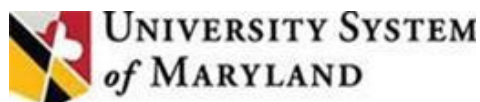
TABLE 7: STAFF

STAFF (excluding grad asst)	Baseline: 2008-2009				Baseline: 2009-2010				2010-2011				2015-2016				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	276	22.6%	78	198	276	23.2%	81	195	279	23.2%	88	191	282	21.9%	77	205	277	21.5%	82	195	311	23.6%	88	223
American Indian or Alaska Native	5	0.4%	2	3	5	0.4%	2	3	4	0.3%	1	3	1	0.1%	1	0	-	0.0%	-	-	1	0.1%	1	0
Asian	46	3.3%	15	31	39	3.3%	17	22	45	3.7%	16	29	46	3.6%	16	30	49	3.8%	19	30	56	4.3%	22	34
Hispanic/Latino	19	1.6%	9	10	18	1.5%	10	8	22	1.8%	11	11	27	2.1%	13	14	27	2.1%	13	14	32	2.4%	13	19
White	877	71.9%	358	519	848	71.4%	350	498	846	70.3%	358	488	912	70.8%	380	532	914	70.8%	382	532	891	67.7%	366	525
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	5	0.4%	2	3	5	0.4%	2	3	5	0.4%	2	3
Two or more races	-	0.0%	-	-	-	0.0%	-	-	4	0.3%	1	3	10	0.8%	3	7	12	0.9%	6	6	16	1.2%	9	7
Did Not Self Identify	-	0.0%	-	-	-	0.0%	-	-	1	0.1%	1	1	1	0.1%	1	1	-	0.0%	-	-	-	0.0%	-	-
International	3	0.2%	1	2	2	0.2%	1	1	3	0.2%	1	2	4	0.3%	2	2	7	0.5%	1	6	5	0.4%	-	5
TOTAL	1,230		463	767	1,188		461	727	1,204		476	728	1,288		495	793	1,291		505	786	1,317		501	816

* New Race/Ethnicity categories used in Fall 2010. In Fall 2008, Native Hawaiian or other Pacific Islander included in Asian category.
Two or More Races category available beginning in Fall 2010 reports.
SOURCES: REX Data Warehouse - Employees and ReportStudentTerm tables.
Prepared by UMBC IRADS, April 2018

STAFF (excluding grad asst)	% chg f08-f17	% chg f16-f17
African American/Black	12.7%	12.3%
American Indian or Alaska Native	-80.0%	na
Asian	40.0%	14.3%
Hispanic/Latino	68.4%	18.5%
White	1.6%	-2.5%
Native Hawaiian or other Pacific Islander*	na	0.0%
Two or more races	na	33.3%
Did Not Self Identify	na	na
International	66.7%	-28.6%
TOTAL	8.0%	2.0%

STAFF (excluding grad asst)	% chg f09-f17	% chg f16-f17
African American/Black	12.7%	12.3%
American Indian or Alaska Native	-80.0%	na
Asian	43.6%	14.3%
Hispanic/Latino	77.8%	18.3%
White	5.1%	-2.3%
Native Hawaiian or other Pacific Islander*	na	0.0%
Two or more races	na	33.3%
Did Not Self Identify	na	na
International	150.0%	-28.6%
TOTAL	10.9%	2.0%



2017-2018

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

University of Maryland, College Park

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Staff in the Office of Diversity & Inclusion (ODI) at the University of Maryland, College Park, compiled the information for this report. Responses for Section I, Goals 1 and 2 were provided by the units named in the report. Section I, Goal 3 is our Hate/Bias Incident Response Protocol. Section II is Transforming Maryland, the Strategic Plan for Diversity at the University of Maryland (December 2010). Section III is demographic data that were provided by the Office of Institutional Research, Planning & Assessment (IRPA).

Section I - Table 1: Reporting of Institutional Goal 1

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.			
Timeline for meeting goal within the diversity plan: <u>2018 (see pages 19 and 20 of Transforming Maryland)</u>			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. HBCUs must provide information on efforts designed to diversify campus by attracting students, administrative staff, and faculty who do not identify as African American.	Metrics to measure how progress of each initiative/strategy is being evaluated.	Data to demonstrate where progress has been achieved / indicators of success.	Areas where continuous improvement is needed.
<p>The Office of Undergraduate Admissions has created a multi-tiered strategy designed to impact students from prior to the point of application through enrollment and includes:</p> <ul style="list-style-type: none"> • Education about the college application process • Recruitment • A holistic application review process • Special program and merit scholarship review and selection and, • Yield efforts 	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • The number of interactions with traditionally underrepresented students and those who support them • The number of students who chose to apply for admission • The numbers of these students who complete the application process • The number of these students that apply, enroll, and graduate from Maryland 	<p>From Fall 2016 to Fall 2017, the percentage of incoming first-year students who are underrepresented minorities decreased:</p> <ul style="list-style-type: none"> • Overall: -9.0% • African American: -19.3% • U.S. Hispanic: -20.2% • Two or more: -19.0% 	<p>We will continue to learn from what the environment presents and adjust our strategies during periods where numbers are not increasing.</p> <p>We have experienced great success in attracting talented and diverse students to the university over time.</p> <p>We anticipate periods when the numbers may not increase, and at times may even dip because of unforeseen factors in the environment. As we are currently experiencing one of those periods, we are redoubling our efforts while we continue to learn from what the environment presents and adjust our strategies.</p>

<p>Graduate School initiatives include the following:</p> <ul style="list-style-type: none"> • Annual Networking Reception for Diverse Students and Faculty • PROMISE AGEP programming and activities including PhD Completion Workshops • Fall Harvest Dinner and Networking Reception • Writing retreats • Annual Research Symposium and Professional Development Conference • Invited guest speakers of STEM initiatives • Bi-monthly listening sessions with URM graduate students • Spring Speaker Series • Conversations on Graduate Diversity Series • Continued outreach for URM undergraduate research programs nationally and HBCU institutions 	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Tracking for the last five years of URM students from application to admissions to enrollment 	<p>From 2016 to 2017, we have seen a 0.4% increase in overall graduate student enrollment with an increase of 2.8% in URM enrollment:</p> <ul style="list-style-type: none"> • American Indian or Alaska Native students - from 15 to 10 • Black or African American - from 845 to 867 • Latino/a or Hispanic - from 425 to 445 • Two or more - from 201 to 215 	<ul style="list-style-type: none"> • Continue to identify and develop appropriate recruitment methods and outreach • Build relationships with institutions, programs, and directors and coordinators that serve minority/URM/URG students. • Build relationships among institutions, programs, and directors/coordinators to enhance and maximize recruitment efforts among applicant pool • Expand fee waiver programs • Support of more UMCP faculty for recruitment initiatives
<p>Academic Achievement Programs (AAP), recruitment and retention programs in support of low-income and first-generation students. Specific programs include the following:</p> <ul style="list-style-type: none"> • Student Support Services/Intensive Educational Development program (1,102 students) • McNair Post-Baccalaureate Achievement Program (32 students) • Educational Opportunity Center (1,000 students) • Educational Talent Search (1,000 students) • Summer Transitional Program (123 students) 	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Survey Monkey questionnaires and other evaluation forms • Addressing academic, personal, and behavioral problems 	<p>First year retention and graduation rates of first generation students:</p> <ul style="list-style-type: none"> • University - 93.1% • AAP - 96.6% • All first-generation <p>University Minority Students - 94.1%</p> <ul style="list-style-type: none"> • AAP Minority Students - 97.3% <p>Six-year retention and graduation rates of first generation students:</p> <ul style="list-style-type: none"> • University (2011 cohort) - 76.2% • AAP - 74.5% 	<ul style="list-style-type: none"> • Examine closely AAP students' attitudes and student's actual performance

		<ul style="list-style-type: none"> • All first-generation University minority students - 75% • AAP minority students - 75% • All first-generation University African American Students - 67.5% • AAP African American Students - 67.6% • All first-generation University Hispanic Students - 81.3% • AAP Hispanic Students - 85.7% 	
<p>University of MD Incentive Awards Program, recruitment and ongoing support of economically disadvantaged students from Baltimore City and Prince Georges County (currently with 63 students throughout undergraduate spectrum).</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Thorough review of students' academic performance on a semester basis • Customized interventions based on review • Number and quality of co-curricular experiences (e.g., internships, research, etc.) 	<ul style="list-style-type: none"> • First-year retention rate: 95% • Six-year graduation rates: 85% (both equal to all UMD students) 	<ul style="list-style-type: none"> • Refinement of intervention efforts according to students' demonstrated needs • Enhanced connections between potential employers and IAP students
<p>Office of Multi-ethnic Student Education (OMSE), College Success Scholars (CSS) program – aimed at retention/graduation of Black and Latino men.</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • First-year retention rates • Retention and graduation rates (compared to non-CSS participants) 	<p>CSS has 140 active scholars and has served 355 scholars since 2007. The average one-year retention rates for 2011-2016 cohorts are as follows:</p> <ul style="list-style-type: none"> • Black or African American Male CSS students ($n = 174$) - 95.4% - higher than Black or African American Male non-CSS students (93.8%, $n = 1,284$) by 1.6 percentage points 	<ul style="list-style-type: none"> • Additional resources (personnel and material) to support 100% retention and graduation rate goals • Additional resources (personnel and materials) to support increased number of students served

		<ul style="list-style-type: none"> • Hispanic Male CSS students ($n = 54$) - 96.3% - higher than Hispanic Male non-CSS students (93.8%, $n = 996$) by 2.5 percentage points <p>The average six-year graduation rates for 2007 – 2011 cohorts are as follows:</p> <ul style="list-style-type: none"> • Black or African American Male CSS students ($n = 82$) - 90.2% - higher than Black or African American Male non-CSS students (70.5%, $n = 941$) by 19.8 percentage points • Hispanic Male CSS students ($n = 33$) - 78.8% - higher than Hispanic Male non-CSS students (75.6%, $n = 675$) by 3.2 percentage points 	
<p>Office of Multi-ethnic Student Education (OMSE), Tutorial Program for STEM-related courses with high D, F and W grades – aimed at retention of students of color.</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Total number of one-hour sessions • Total number of NEW students served • Total number of review sessions provided • Number and percent of subjects provided • Number and percent of tutor productivity • Demographics of tutees 	<p>1,063 tutoring sessions were provided:</p> <ul style="list-style-type: none"> • 679 Students in 21 Review Sessions • Math: 735 sessions recorded • Chemistry: 99 sessions recorded • Physics: 121 sessions recorded <p>Student Demographics for the program:</p> <ul style="list-style-type: none"> • First year: 53% • Sophomore: 28% • Junior: 11% • Senior: 4% • Full time students: 87.6% 	<ul style="list-style-type: none"> • Additional resources (personnel and material) to support our goal of providing tutoring in subjects/ courses with the most critical need • Additional resources (personnel and materials) to support our ability to increase the number of students served based on unfulfilled requests for tutorial assistance

		<ul style="list-style-type: none"> • Part-time students: 5.52% • Female: 57% • Male: 43% • Transfer: 4% • Special advanced students: 0.41% • Graduate students: 2% • On-campus: 68% • Off-campus: 19.1% • Commuters: 13.27% • African American: 28% • White: 33.6% • Asian American: 25.1% • Hispanic: 8.1% • Biracial: 6.33% • International: 2.8% • American Indian: 1.22% • Pell recipients: 29% • First generation: 19% 	
<p>Student Success Initiative (SSI) provides a network of support and outreach to Black male students, including direct outreach to students who are experiencing academic or financial difficulties.</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • IRPA’s 6-year graduation rates 	<p>Six-year graduation rates for Black male students:</p> <ul style="list-style-type: none"> • Fall 2006 cohort: 68% • Fall 2011 cohort: 70.7% • Difference: 2.7 percentage points <p>Six-year graduation rates for all Black students:</p> <ul style="list-style-type: none"> • Fall 2006 cohort: 74.2% • Fall 2011 cohort: 79.5% 	<ul style="list-style-type: none"> • Identifying students in need of support earlier in their matriculation at Maryland

		<ul style="list-style-type: none"> • Difference: 5.3 percentage points <p>Six-year graduation rates for all White male students:</p> <ul style="list-style-type: none"> • Fall 2006 cohort: 80.8% • Fall 2011 cohort: 84.2% • Difference: 3.4 percentage points <p>Achievement gap between Black male students and White male students:</p> <ul style="list-style-type: none"> • Fall 2006 cohort: 12.8 % pts. • Fall 2011 cohort: 13.5 % pts. 	
<p>ADVANCE supports the creation and maintenance of inclusive academic cultures for all faculty, with particular emphasis on the recruitment, retention, and advancement of women and URM faculty. We do the following ADVANCE activities:</p> <ul style="list-style-type: none"> • ADVANCE Professor mentoring program (one senior woman assigned to each college to mentor and improve work environments) • 5 year-long faculty peer networks for different groups (women assistant professors, associate women professors, men and women faculty of color, women and men professional track faculty, women and men mid-career and senior leaders); groups meet once a month for 2 hours • Inclusive Hiring Pilot: assists search committees with integrating inclusive hiring practices into their faculty search processes • TERP Allies: interactive theater program that includes a workshop on how to see biases as they emerge in the academic workplace and be a good ally to intervene • Dashboard: Online faculty salary, demographic, service and related data to provide transparency and information for searches • Research and Evaluation: Sharing of recent social science research on workload, academic careers and diversity with campus and via publications 	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Institutional data (i.e., annual tracking of hiring, retention & advancement data by gender, race, rank, college and a dashboard of demographics, salary, and campus service data) • Participant database where we compare the retention and advancement of ADVANCE activity participants to non-participant peers • Pre-post surveys of participants in all major ADVANCE programs and annual program evaluation reports • Exit interviews and retention interviews (faculty who are leaving and those who we successfully retained) 	<ul style="list-style-type: none"> • Review of annual retention data shows that since 2010 fewer women assistant professors resign pre-tenure; there are still more women assistant professors that leave than men pre-tenure but the gap is smaller • There are no significant differences between men and women receiving tenure or promotion among those who sit for the decision • Women and URM advance participants are more likely to be retained by the university than peers who did not participate • Three-fourths of participants in Leadership Fellows program are now department chairs, associate deans, or similar campus leaders • ADVANCE trained 77 search committees from 40 departments on strategies to mitigate implicit bias in hiring and attract a diverse applicant pool 	<ul style="list-style-type: none"> • Additional training needed for department chairs and other academic leaders on how to improve workplace cultures to be more inclusive and dynamic; development of stronger ally culture • More women department chairs, STEM center directors • Support needed for women PTK and TT faculty to attend conferences with children • Roll out of inclusive hiring pilot to entire campus of faculty searches

<ul style="list-style-type: none"> • One on one consultation by the Director with Department chairs trying to improve work environments for women and URM faculty on strategies; and with individual faculty for support and advice 		<ul style="list-style-type: none"> • There is a slight increase in URM hires among pilot searches • Pre/post surveys indicate faculty found training helpful <p>Financial commitments in recognition of the ADVANCE Program's success 2015-2020:</p> <ul style="list-style-type: none"> • Office of the Provost • Office of Diversity & Inclusion • Research Office • All 12 colleges 	
<p>University Human Resources (UHR) supports the recruitment and retention of underrepresented staff and faculty populations through its Affirmative Action Program.</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Staff and faculty composition and employment transactions (used to identify Problem Areas and Placement Goals) 	<p>UHR will analyze Prior Year Results (appointments, promotions, terminations) to measure progress.</p>	<ul style="list-style-type: none"> • Enhanced Affirmative Action efforts will be made in identified Placement Areas throughout the hiring process

Section I - Table 2: Reporting of Institutional Goal 2

<p>Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.</p>			
<p>Timeline for meeting goal within the diversity plan: <u>No timeline specified in 2010 Diversity Plan</u></p>			
<p>Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:</p> <ul style="list-style-type: none"> • faculty and staff cultural training programs; • curricular initiatives that promote cultural diversity in the classroom; and • co-curricular programming for students. 	<p>Metrics to measure how progress of each initiative/strategy is being evaluated</p>	<p>Data to demonstrate where progress has been achieved / indicators of success</p>	<p>Areas where continuous improvement is needed</p>
<p>Diversity Training and Education (DTE) within the Office of Diversity & Inclusion (ODI): Training Program (Staff, Students, and Faculty).</p>	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Experience engaging with colleagues on issues of diversity, equity, and inclusion 	<ul style="list-style-type: none"> • Responded to consistent stream of requests for trainings (4-10 per month in spring 2018) • Met all requests which offered flexibility in terms of scheduling 	<ul style="list-style-type: none"> • Longitudinal assessments especially for one-time trainings • Expansion of the skill-based practice within the trainings

	<ul style="list-style-type: none"> • Enhanced skills and awareness around issues of intergroup engagement • Ability to engage and maximize in healthy and ethical ways the differences in identity, ideology, and experience in our community <p>Measurements of success:</p> <ul style="list-style-type: none"> • Number of trainings delivered and number of participants • Satisfaction surveys • Ability to respond to the depth and breadth of training needs 	<ul style="list-style-type: none"> • Facilitated majority trainings on discussing diversity, differentiation between diversity and inclusion, implicit bias, and tailored trainings • Development of impact Report (forthcoming) 	<ul style="list-style-type: none"> • Stronger series for supervisors • More trainers for program to be sustainable and to meet increasing need • Peer education opportunities
<p>Diversity Training and Education (DTE) within the Office of Diversity & Inclusion (ODI): Intergroup Dialogue Program (WEIDP), courses in race, gender, immigration, disability, sexuality, among other topics – the largest group of cultural competency course offerings.</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Survey designed specifically for WEIDP completed by each student at the end of each course (quantitative and qualitative data on their experience) • Student progress as demonstrated in the grades earned in the dialogue courses • Individual debriefs with each dialogue facilitator after completion of a course to assess facilitator experience and areas where course instructors need additional professional development • Annual Impact report that captures successes and areas for improvement from that academic year 	<p>Fall 2017 (8 courses):</p> <ul style="list-style-type: none"> • Full enrollment with 85 total students <p>Spring 2018 (7 courses):</p> <ul style="list-style-type: none"> • Full enrollment with 70 total students <p>Survey data:</p> <ul style="list-style-type: none"> • 90% of students said they have learned about the lived experiences of different sociocultural groups from their own • 91.3% said they gained an increased understanding about different cultures and cultural practices other than their own • 89% said the course contributed to their development of skills to work effectively with individuals, groups, and teams from diverse identities and perspectives • 96% of students said they would recommend other students participate in the program 	<ul style="list-style-type: none"> • Increase partnerships such as those with Minor in Engineering Leadership & Terrorism Studies • Ongoing review of course content • Continuous improvement of facilitator training • Longitudinal tracking of students' sociocultural skills taught in courses • Continuous outreach to increase the diversity of students enrolled • Expansion of undergraduate, junior facilitation opportunities and engagements • Continued faculty/staff dialogue opportunities

<p>Diversity Training and Education (DTE) within the Office of Diversity & Inclusion (ODI): Rise Above -Isms Campaigns & Programming</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Number of people who participate in Rise Above events • Coalition building among various identity and interest groups • Access to education/ information around less usual topics of exclusion 	<ul style="list-style-type: none"> • 8 programs in the 2017-2018 academic year • Topics on race, gender, sexuality, immigration, disability, and others • Multiple partnerships with campus organizations, such as President’s Commission on Women’s Issues, Department of Resident Life, University Archives, etc. • Total reach: ca. 3000 people 	<ul style="list-style-type: none"> • Evaluation of all programs which have less than 50 people • Use of digital evaluation tech (e.g., touch devices) for larger scale events • More programming outside of the physical center of campus (e.g., the Smith School)
<p>Lesbian, Gay, Bisexual, and Transgender (LGBT) Equity Center Rainbow Terrapin Network Program, a campus- wide network of staff faculty, and students committed to LGBTQ+ inclusion and social justice.</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Learning outcomes for in-person trainings and events assessed by survey • Website analytics • Numbers of materials distributed • Survey of units to measure the adoption of good practices 	<ul style="list-style-type: none"> • Educational materials reaching over 15,000 people/year • About 45 units actively engaging with self-assessment of good practices • In-depth online and in-person trainings reaching ca. 500/year 	<ul style="list-style-type: none"> • More intentional outreach to units not currently engaged • Continuous updating of all materials and practices to reflect current good practices
<p>Lesbian, Gay, Bisexual, and Transgender (LGBT) Equity Center Speakers Bureau Peer Education Program, a peer education program in which peer educators enroll in a specially designed course, LGBT 350, then engage others in panel presentations.</p>	<p>Student peer educators:</p> <ul style="list-style-type: none"> • Standard course performance including Cultural Competence and Scholarship in Practice rubrics. • Self and peer evaluation. <p>Student audiences:</p> <ul style="list-style-type: none"> • Online homework assignment with quiz 	<ul style="list-style-type: none"> • About 12 peer educators/year • About 1,600 individuals receiving a presentation by the peer educators each year 	<ul style="list-style-type: none"> • Recording of all student queries to shape the content of the course/training for the subsequent year
<p>Multicultural Involvement and Community Advocacy (MICA) works with more than 100 cultural student organizations and celebration of history/heritage theme months; Diversity education and identity-based co-curricular programming.</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Attendance • Marketing and collateral distribution 	<p>MICA’s efforts supporting history/heritage theme celebration months resulted in:</p> <ul style="list-style-type: none"> • 20 events for APA Heritage Month • 20 events Black History Month, • 26 events for Latino Heritage Month • 29 events for Pride Month 	

		<ul style="list-style-type: none"> • 6 events for American Indian Heritage Month • 8 events for Mixed Madness Month (multiracial/biracial) • 13 events for Women’s History Month <p>A total of 122 programs were offered during '17-'18 academic year which reached over 5,000 students, faculty, staff and visitors on the UMCP campus.</p>	
<p>MICA’s MOSAIC Diversity and Leadership Retreat is two-day overnight program that was established to augment student leadership developmental programs by engaging emerging leaders in concepts related to the Social Change Model of Leadership.</p>	<p>Metrics-MICA Learning Outcomes:</p> <ul style="list-style-type: none"> • Educational Empowerment • Critical Self-awareness/social consciousness • Community Advocacy • Intercultural/Intra-cultural Interaction <p>Assessments:</p> <ul style="list-style-type: none"> • Pre-Post Surveys • Open-ended Questions 	<ul style="list-style-type: none"> • 45 students completed both surveys, items from the survey indicate student growth and confidence in recognizing biases 	
<p>MICA: The It/Happened Project (ITH) uses a community-based theater format that is designed to expand UMD students’ capacity for dialogue, inquiry, reflection and action about critical issues facing their campus and broader community. ITH was led by a team of UMD students and peer dialogue leaders. They hosted two performances in the spring semester of 2018. Each event used theatrical plays, poetry, and dance as a platform to stimulate difficult conversation about pressing issues related to identity, inclusion and campus climate. Over 130 faculty, staff and local community members attended at least one of the two events.</p>	<p>Metrics-MICA Learning Outcomes:</p> <ul style="list-style-type: none"> • Critical self-awareness/social consciousness • Intercultural/Intercultural interaction <p>Assessments:</p> <ul style="list-style-type: none"> • Post Surveys • Student led performances 	<p>After attending ITH:</p> <ul style="list-style-type: none"> • 88% of the participants stated they were motivated to further explore issues related to identity and diversity • 77% were more willing to engage with people with different identities and views about issues that were divisive • 70 % felt more comfortable engaging with people they did not know • 85% felt better able to see things from other people’s point of view • 90% felt they were able to critically reflect on their personal experiences 	

<p>The MICA TOTUS Spoken Word Program is a credit-bearing performance arts-based course that promotes opportunities for students to learn about social identity and develop public speaking skills through direct engagement with their peers. Under the TOTUS program students participate in poetry slams, produce visual arts artifacts and monologue performances. All of these experiences help students to find ways of using their voice to represent an array of marginalized identities with the goal of evoking dialogue and action around identity and build community across lines of difference.</p>	<p>Metrics- MICA Learning Outcomes:</p> <ul style="list-style-type: none"> • Critical self-awareness/social consciousness • Culturally affirmed and sense of belonging • Intercultural/intra-cultural interaction <p>Assessments:</p> <ul style="list-style-type: none"> • Journal Reflections • Spoken Word Performances 	<ul style="list-style-type: none"> • This past fall, eight (8) students were enrolled in the TOTUS class. • TOTUS students indicated feeling more comfortable in their ability to initiate and sustain healthy conversations and relationships with their peers who hold different beliefs • TOTUS students reported that the program enabled them to reflect more deeply about their social identities • UMCP Campus Community reach: approx. 3,500 people 	<ul style="list-style-type: none"> • One of the goals for TOTUS is to continue to help student participants identify and employ strategies for applying newly acquired skills to help them better navigate real world situations (i.e., managing conflict, engaging in difficult conversations, listening to understand not always with the goal of changing opinions) outside of the classroom
<p>The MICA Community Organizing Internship Program is an experiential learning community designed to help students engage and lead cross-cultural and community development efforts within the setting of campus student union. The overarching goal of the MICA COSI Program is to increase the leadership capacity of students pursuing their undergraduate degrees as well as equip them with tools to create culturally inclusive learning environments. COSIs serve as liaisons to identity-based student organizations and communities. More specifically, COSIs applied to intern in a MICA student involvement or office management area—Asian American Pacific Islander, Latina/o/x, Black, Interfaith & Spiritual Diversity, LGBTQ, Native American Indian/Indigenous, Multiracial, Finance and Graphic Design.</p>	<p>Metrics- Internship Learning Outcomes:</p> <ul style="list-style-type: none"> • Academic-based learning and engagement • Organizational management; Wellness and personal development • Community advocacy and development • Cross-cultural programming and engagement <p>Assessments:</p> <ul style="list-style-type: none"> • Electronic Portfolio-Artifacts/Reflection Summaries 	<ul style="list-style-type: none"> • UMCP Campus Community reach: approx. 5,000 people. <p>FY18 COSI led programs are listed below with average attendance of 17 students per event. Some events have considerably higher attendance while others see a bit less. Numbers in parentheses indicate the number of interns for each program:</p> <ul style="list-style-type: none"> • AAPI COSI: “(Dis)Abilities Language Workshop”, CAAPIW - Family Dynamics in AAPI Community (2) • Multi-biracial COSI: “Student Activism Awareness Week” (1) • Native /Indigenous COSI: “Amazon Storyteller” (1) • Interfaith COSI: “Peacebuilding through Social Media”, “The Power of Prayer - A Key to Success”, Campus Support Resources Marketing Promo (2) • Design COSI: Graphic Design for Student Leaders 101, Navigating Remote Work (1) • The Student Experience (1) • Finance COSI: Fight for 15 (1) 	<ul style="list-style-type: none"> • Pre-post surveys for interns to better track changes in skill attainment over time (currently under development)

		<ul style="list-style-type: none"> • Latinx COSI: “Latinx Community Awareness” presentation (1) • LGBTQ COSI: “The Non-Profit Industrial Complex” (1) • BSI COSI: “Intersectionality Workshop” (1) 	
<p>MICA Monologues Series, an annual series of Monologues which speak to issues of identity in several of the communities that the office supports. This year there were Monologue Programs that reflected issues of identity in the Black, Latinx, American Indian, Queer, Multiracial and Asian American and Pacific Islander communities.</p>	<p>Metrics- Learning Outcomes:</p> <ul style="list-style-type: none"> • Critical Self-Awareness/Social Consciousness • Culturally Affirmed • Sense of Belonging • Intercultural/Intra-cultural Interaction <p>Assessment:</p> <ul style="list-style-type: none"> • Performer/Audience Interactions following programs • Attendance 	<ul style="list-style-type: none"> • This year there was an average attendance of 50 audience members at each of the Monologues • Interaction between performers and audience following the event suggest enhanced understanding of identity in specific communities 	
<p>Nyumburu Cultural Center – Black Male Initiative (BMI), a Black Men’s Leadership Series.</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Six-item attitudinal survey that inquired into students’ success behaviors and quest for academic excellence • Student testimonials regarding program’s impact on cognitive and affective domain success 	<p>Fall 2017 and Spring 2018:</p> <ul style="list-style-type: none"> • Three meetings per semester and four special workshops during the fall semester <p>Student success behaviors related to academics, health and spirituality, civic engagement, entrepreneurship, and career success</p> <ul style="list-style-type: none"> • Exploration of graduate and professional schools 	<ul style="list-style-type: none"> • Increased marketing with social media other than emails • Increased informal communication via student assistants and faculty/staff • Recruitment of new students • Funding for outreach to academic student communities

<p>Nyumburu Cultural Center – NewsBreak, Weekly Civic Engagement Forum for Undergraduate Students. Topics include:</p> <ul style="list-style-type: none"> • federal elections, • campus climate, • women’s rights and shifting gender roles, • socioeconomic status and income inequalities, • and cross-cultural communication within the African Diaspora. 	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Number of students participating in weekly meetings. • Results of student satisfaction surveys • Reputation of program to the campus diversity community, and goals fulfilled 	<p>An average of 65 undergraduate students participated each week:</p> <ul style="list-style-type: none"> • 95% - 99% are able to communicate with other students about campus, community, state, and global problems and issues that impacts their adjustment and retention at UMD 	<ul style="list-style-type: none"> • Funding specifically for this program • Inclusion of more campus issues (even though students focus on local, regional, federal, and international topics that impact their lives)
<p>Nyumburu Cultural Center – Sisterhood of Unity and Love (SOUL)</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Career awareness • Safety • Bonding • Awareness of popular culture issues. 	<ul style="list-style-type: none"> • 32 undergraduate students gave positive responses on all four indicators • Average attendance at bi-weekly meetings is 33 students 	<ul style="list-style-type: none"> • Mentors and speakers to attract additional attendees to the bi-weekly meetings
<p>Office of Civil Rights and Sexual Misconduct (OCRSM)</p> <p>Required online training for students, staff, and faculty; in-person version and translation provided for non-computer-based and limited English-speaking staff.</p> <p>Training programs include: Accessibility & Disability at UMD; Responding Effectively to Discrimination and Sexual Misconduct; and for students specifically, Sexual Misconduct.</p> <p>Outreach and awareness programs, including presentations and presence at campus-wide events.</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Training completion rates • Number of presentations and outreach events provided 	<p>Undergraduate Student Sexual Misconduct Training:</p> <ul style="list-style-type: none"> • Undergrads: 8,064 completed of 9,271 assigned <p>Responding Effectively to Discrimination & Sexual Misconduct:</p> <ul style="list-style-type: none"> • Grad Students: 6,614 completed of 9,435 assigned • Faculty: 3,653 completed of 4,349 assigned • Supervisory Staff: 1,605 completed of 1,765 assigned • Non-Supervisory Staff*: 3,445 completed of 5,809 assigned <p>*Includes Non-Computer Based Staff (In-Person Version): 179 completed</p>	<ul style="list-style-type: none"> • Continue to improve training completion rates, particularly among grad students, faculty and non-supervisory staff • Continue to increase awareness of our office and UMCP nondiscrimination policies through outreach

		<p>Disability & Accessibility at the University of Maryland:</p> <ul style="list-style-type: none"> • Faculty: 4,196 completed of 5,395 assigned • Supervisory Staff: 1,939 completed of 2,116 assigned <p>Number of Outreach & Awareness Programs:</p> <ul style="list-style-type: none"> • UMCP Title IX/Civil Rights Response Overview Presentations: 51 • Campus-wide Awareness/Education Events Presented/Attended: 20 • Responsible University Employee Reporting Obligations Presentations: 11 • Graduate Student/TA Title IX/Civil Rights Presentations: 6 	
<p>Office of Diversity & Inclusion (ODI) – Grants, support for diversity programming and cultural awareness across campus.</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Provision of funds to encourage and make possible diversity-themed efforts by others on campus 	<ul style="list-style-type: none"> • Co-sponsorship of over 25 different diversity-themed events or initiatives across the campus • Over \$60,000 disbursed for a wide variety of initiatives supporting greater cultural awareness 	<ul style="list-style-type: none"> • Better assessment of co-sponsored programs • Stricter guidelines for recognizing ODI’s support
<p>ODI – Climate Study, a primarily online web-based survey of students, staff, and faculty to assess campus climate regarding diversity and inclusion – the first to be offered to all members of the UMD community.</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Approximately 70 survey questions for each group – students, staff, faculty – in 24 different categories • Additional open-ended questions to gather recommendations for UMD to move forward <p>Survey offered on paper in 8 languages</p>	<p>Data collection from Jan 29, 2018 to Feb 28, 2018:</p> <ul style="list-style-type: none"> • 9,545 logged in and completed all/part • Final sample of 7,276 following several steps of data cleaning • Responses of students: 58% • Responses of faculty: 14% • Responses of staff (including senior administrators): 28% <p>Preliminary report submitted in April ‘18 with final report due by end of June ‘18</p>	<ul style="list-style-type: none"> • Biennial studies to generate longitudinal data • Utilization of data for program development and assessment

<p>ODI – External Review by three nationally recognized authorities on Equity, Diversity, and Inclusion: William B. Harvey, Nancy “Rusty” Barceló, and Alma Clayton-Pedersen. Data/information submitted to review team in advance of campus visit included 1) Self-Study Report, 2) Report on Diversity Assets, 3) 2010 Strategic Plan for Diversity, 4) Joint President-Senate Inclusion and Respect Task Force Report, 5) Campus Climate Study Preliminary Report, 6) HR Recommendations Preliminary Report, and 7) FY19 Budget Submission with Justification. The campus visit was April 25-27, 2018.</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • 5 of the 7 documents were developed by ODI • The Self Study-Report synthesized other reports • The Report on Diversity Assets included data submitted by multiple campus units (54 asks with 46 responses) • The Preliminary Campus Climate Study described above provided • HR Recommendations were developed by an HR Specialist working on contract • The budget was developed to address evident needs from documentation 	<p>The report of the External Review Team is to be submitted to campus’ senior leadership.</p>	<ul style="list-style-type: none"> • Evaluation and implementation of the External Review Team’s recommendations
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Section I – Goal 3: Statement I: Hate/Bias Incident Reporting Protocol

The Program Manager for Hate/Bias Response within the Office of Diversity & Inclusion leads the interdisciplinary team responsible for receiving reports, investigating, and responding to hate/bias incidents. The team is charged to continuously improve this protocol.

<p>RESPONSE TO HATE/BIAS INCIDENTS</p>
<p>Acknowledge receipt of the report and review within 48 hours. The University of Maryland Police Department (UMPD) will offer a verbal acknowledgement and conduct an investigation. The Office of Civil Right and Sexual Misconduct (OCRSM) will provide electronic acknowledgment when reports are submitted via website. The Office of Diversity and Inclusion’s (ODI) Program Manager for Hate/Bias Response will provide outreach.</p>
<p><i>Internal Actions:</i></p> <p>UMPD</p> <ul style="list-style-type: none"> • Receive and acknowledge report; assess & conduct baseline investigation. • Exhaust investigation to determine if further action is needed or if the case is referred or closed. • Track and map incident for criminal patterns. • Share the report with OCRSM and ODI. OCRSM • Online hate/bias reporting form includes an automated response that acknowledges receipt of report. • Track incident for pattern of bias or discrimination. • Share data about the reports with UMPD and ODI as they are received. <p>ODI</p> <ul style="list-style-type: none"> • Share data about reports with UMPD and OCRSM as they are received.

Refer individuals who report to campus resources for support and guidance.	
<i>Internal Actions:</i>	
UMPD	<ul style="list-style-type: none"> • Provide report and contact information for individuals affected to ODI's Program Manager for Hate/Bias Response. OCRSM • Automated response for hate/bias incident report form will include list of campus resources for support and guidance. Provide report and contact information for individuals affected to ODI's Program Manager for Hate/Bias Response.
ODI	<ul style="list-style-type: none"> • Consult with individuals affected by hate/bias incidents and formulate action plans in coordination with Hate/Bias Response Team.
Inform and consult with relevant campus administrators regarding any necessary and appropriate action.	
UMPD, OCRSM, ODI	<ul style="list-style-type: none"> • Send confidential notification to relevant campus administrators.
Coordinate community outreach and educational programming to address campus climate issues.	
ODI	<ul style="list-style-type: none"> • Consult with individuals affected by hate/bias incidents and formulate action plans in coordination with Hate/Bias Response Team.

Criminal and/or University sanctions may be pursued against perpetrators of true threats, hostile environment harassment or other legally actionable misconduct. Sanctions will not be pursued when speech is determined to be legally protected.

Section II: Institutional Plan (Transforming Maryland: Expectations for Excellence in Diversity and Inclusion): *Attached*

Section III: Demographic Data – Student Enrollment

Old Race Categories	Fall 2008			
	Male	Female	Total	%
Undergraduate				
American Indian: U.S.	38	44	82	0.3%
Asian: U.S.	2,063	1,794	3,857	14.6%
Black or African American: U.S.	1,481	1,989	3,470	13.1%
Foreign	282	266	548	2.1%
Hispanic: U.S.	697	861	1,558	5.9%
Unknown: U.S.	897	972	1,869	7.1%
White: U.S.	8,317	6,774	15,091	57.0%
Total	13,775	12,700	26,475	100.0%

Old Race Categories	Fall 2008			
	Male	Female	Total	%
Graduate				
American Indian: U.S.	12	13	25	0.2%
Asian: U.S.	411	404	815	7.7%
Black or African American: U.S.	313	522	835	7.9%
Foreign	1,526	985	2,511	23.9%
Hispanic: U.S.	151	182	333	3.2%
Unknown: U.S.	279	299	578	5.5%
White: U.S.	2,767	2,661	5,428	51.6%
Total	5,459	5,066	10,525	100.0%

Data Source: Frozen warehouse.

Note: Race reporting categories changed in 2010 per federal guidelines, thus 2008 should not be compared to later years.

New Race Categories	Fall 2010				Fall 2016				Fall 2017			
	Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%
Undergraduate Students												
American Indian or Alaska Native: U.S.	22	25	47	0.2%	17	13	30	0.1%	14	14	28	0.1%
Asian: U.S.	2,126	1,887	4,013	14.9%	2,588	2,067	4,655	16.3%	2,755	2,256	5,011	16.8%
Black or African American: U.S.	1,415	1,780	3,195	11.9%	1,636	2,033	3,669	12.9%	1,659	2,079	3,738	12.5%
Foreign	332	300	632	2.3%	714	597	1,311	4.6%	873	654	1,527	5.1%
Hispanic: U.S.	904	1,023	1,927	7.2%	1,308	1,467	2,775	9.7%	1,397	1,474	2,871	9.6%
Native Hawaiian or other Pacific Islander: U.S.	26	11	37	0.1%	10	9	19	0.1%	17	8	25	0.1%
Two or More: U.S.	361	384	745	2.8%	601	604	1,205	4.2%	665	602	1,267	4.2%
Unknown: U.S.	495	363	858	3.2%	257	227	484	1.7%	277	224	501	1.7%
White: U.S.	8,607	6,861	15,468	57.5%	8,015	6,309	14,324	50.3%	8,288	6,612	14,900	49.9%
Total	14,288	12,634	26,922	100.0%	15,146	13,326	28,472	100.0%	15,945	13,923	29,868	100.0%

New Race Categories	Fall 2010				Fall 2016				Fall 2017			
	Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%
Graduate Students												
American Indian or Alaska Native: U.S.	6	6	12	0.1%	5	10	15	0.1%	3	7	10	0.1%
Asian: U.S.	420	425	845	7.9%	326	355	681	6.4%	321	355	676	6.3%
Black or African American: U.S.	345	459	804	7.5%	342	503	845	8.0%	338	529	867	8.1%
Foreign	1,487	968	2,455	22.9%	2,029	1,538	3,567	33.6%	2,067	1,556	3,623	34.0%
Hispanic: U.S.	171	212	383	3.6%	219	206	425	4.0%	232	213	445	4.2%
Native Hawaiian or other Pacific Islander: U.S.	3	2	5	0.0%	1	2	3	0.0%	1	1	2	0.0%
Two or More: U.S.	85	98	183	1.7%	94	107	201	1.9%	93	122	215	2.0%
Unknown: U.S.	270	244	514	4.8%	404	313	717	6.8%	400	335	735	6.9%
White: U.S.	2,874	2,644	5,518	51.5%	2,101	2,056	4,157	39.2%	2,062	2,018	4,080	38.3%
Total	5,661	5,058	10,719	100.0%	5,521	5,090	10,611	100.0%	5,517	5,136	10,653	100.0%

Data Source: Frozen warehouse.

Note: Race reporting categories changed in 2010 per federal guidelines, thus 2008 should not be compared to later years.

Section III: Demographic Data – Faculty

Old Race Categories	Fall 2008			
	Male	Female	Total	%
Tenured/On-Track				
Amer Indian/Alaska Nat: U.S.				
Asian/Pacific Islander: U.S.	119	47	166	11.2%
Black/African American: U.S.	37	38	75	5.1%
Foreign	42	24	66	4.4%
Hispanic: U.S.	31	21	52	3.5%
Not Reported: U.S.	26	11	37	2.5%
White: U.S.	778	311	1,089	73.3%
Total	1,033	452	1,485	100.0%

Old Race Categories	Fall 2008			
	Male	Female	Total	%
Not on Track				
Amer Indian/Alaska Nat: U.S.	1		1	0.0%
Asian/Pacific Islander: U.S.	118	70	188	7.9%
Black/African American: U.S.	42	74	116	4.9%
Foreign	303	89	392	16.5%
Hispanic: U.S.	25	26	51	2.1%
Not Reported: U.S.	47	51	98	4.1%
White: U.S.	846	690	1,536	64.5%
Total	1,382	1,000	2,382	100.0%

Data Source: Frozen warehouse.

Notes: 1. Excludes graduate assistants per memo of instruction.

2. Fall 2008-2010 based on EEO Codes, Fall 2016-2017 based on SOC Codes, per change in federal guidelines.

3. Race reporting categories changed in 2010 per federal guidelines, thus 2008 should not be compared to later years.

New Race/Ethnicity	Fall 2010				Fall 2016				Fall 2017			
	Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%
Tenured/On-Track												
American Indian or Alaska Native: U.S.	2		2	0.1%	1	1	2	0.1%	1	1	2	0.1%
Asian: U.S.	133	59	192	13.1%	147	65	212	14.7%	152	72	224	15.4%
Black or African American: U.S.	37	36	73	5.0%	30	31	61	4.2%	32	33	65	4.5%
Foreign	24	14	38	2.6%	23	12	35	2.4%	23	16	39	2.7%
Hispanic: U.S.	28	24	52	3.6%	32	28	60	4.2%	34	31	65	4.5%
Native Hawaiian or Other Pacific Islander: U.S.				0.0%		2	2	0.1%	1	1	2	0.1%
Two or More: U.S.	1	1	2	0.1%	4	5	9	0.6%	5	5	10	0.7%
Unknown: U.S.	31	14	45	3.1%	63	47	110	7.6%	60	39	99	6.8%
White: U.S.	756	302	1,058	72.4%	674	277	951	66.0%	660	290	950	65.2%
Total	1,012	450	1,462	100.0%	974	468	1,442	100.0%	968	488	1,456	100.0%

New Race/Ethnicity	Fall 2010				Fall 2016				Fall 2017			
	Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%
Not on Track												
American Indian or Alaska Native: U.S.		1	1	0.0%	4	1	5	0.2%	2	1	3	0.1%
Asian: U.S.	157	87	244	9.2%	200	106	306	10.4%	210	118	328	11.0%
Black or African American: U.S.	44	60	104	3.9%	51	95	146	4.9%	58	95	153	5.1%
Foreign	323	115	438	16.5%	326	138	464	15.7%	327	128	455	15.3%
Hispanic: U.S.	26	28	54	2.0%	59	46	105	3.6%	60	59	119	4.0%
Native Hawaiian or Other Pacific Islander: U.S.				0.0%	1		1	0.0%	1	2	3	0.1%
Two or More: U.S.	3	3	6	0.2%	10	10	20	0.7%	9	16	25	0.8%
Unknown: U.S.	84	66	150	5.7%	192	146	338	11.4%	166	145	311	10.5%
White: U.S.	914	739	1,653	62.4%	892	675	1,567	53.1%	879	696	1,575	53.0%
Total	1,551	1,099	2,650	100.0%	1,735	1,217	2,952	100.0%	1,712	1,260	2,972	100.0%

Data Source: Frozen warehouse.

Notes: 1. Excludes graduate assistants per memo of instruction.

2. Fall 2008-2010 based on EEO Codes, Fall 2016-2017 based on SOC Codes, per change in federal guidelines.

3. Race reporting categories changed in 2010 per federal guidelines, thus 2008 should not be compared to later years.

Section III: Demographic Data – Staff

Old Race Categories	Fall 2008			
	Male	Female	Total	%
Staff				
Amer Indian/Alaska Nat: U.S.	11	7	18	0.3%
Asian/Pacific Islander: U.S.	169	229	398	7.7%
Black/African American: U.S.	587	756	1,343	26.0%
Foreign	15	36	51	1.0%
Hispanic: U.S.	119	267	386	7.5%
Not Reported: U.S.	72	86	158	3.1%
White: U.S.	1,302	1,515	2,817	54.5%
Total	2,275	2,896	5,171	100.0%

New Race/Ethnicity	Fall 2010				Fall 2016				Fall 2017			
	Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%
Staff												
American Indian or Alaska Native: U.S.	7	8	15	0.3%	8	5	13	0.2%	5	4	9	0.2%
Asian: U.S.	170	230	400	8.0%	178	238	416	7.3%	185	253	438	7.5%
Black or African American: U.S.	519	686	1,205	24.2%	554	769	1,323	23.2%	587	782	1,369	23.6%
Foreign	21	35	56	1.1%	20	49	69	1.2%	23	47	70	1.2%
Hispanic: U.S.	131	283	414	8.3%	188	361	549	9.6%	198	372	570	9.8%
Native Hawaiian or Other Pacific Islander: U.S.				0.0%	6	2	8	0.1%	5	2	7	0.1%
Two or More: U.S.	12	14	26	0.5%	26	47	73	1.3%	31	56	87	1.5%
Unknown: U.S.	78	87	165	3.3%	243	237	480	8.4%	241	221	462	8.0%
White: U.S.	1,279	1,429	2,708	54.3%	1,273	1,493	2,766	48.6%	1,282	1,510	2,792	48.1%
Total	2,217	2,772	4,989	100.0%	2,496	3,201	5,697	100.0%	2,557	3,247	5,804	100.0%

Data Source: Frozen warehouse.

Notes: 1. Excludes graduate assistants per memo of instruction.

2. Fall 2008-2010 based on EEO Codes, Fall 2016-2017 based on SOC Codes, per change in federal guidelines.

3. Race reporting categories changed in 2010 per federal guidelines, thus 2008 should not be compared to later years.

Transforming Maryland

Expectations for Excellence in Diversity and Inclusion »

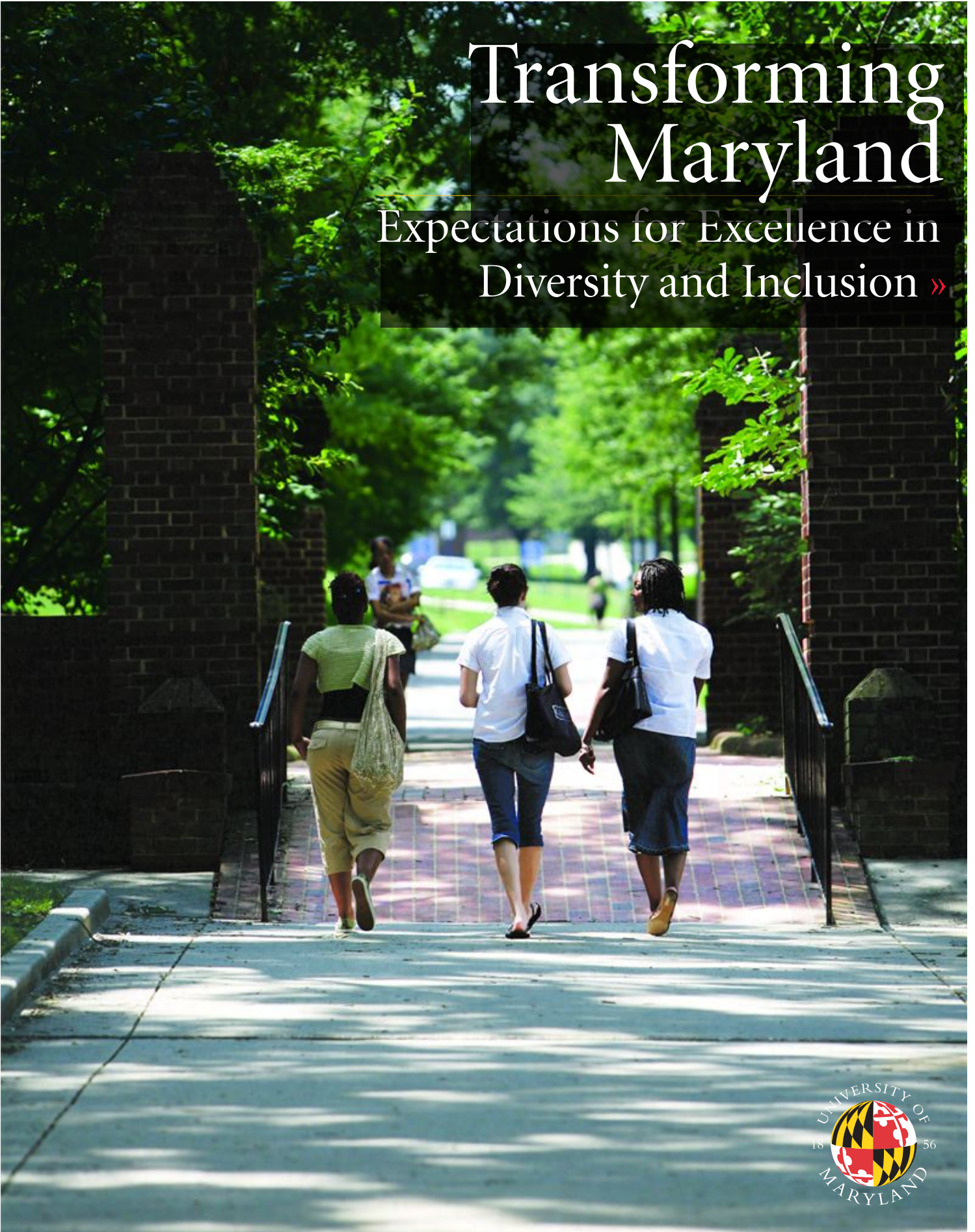


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The University of Maryland's strategic plan for diversity, *Transforming Maryland: Expectations for Excellence in Diversity and Inclusion*, was produced by University Marketing and Communications for the Diversity Steering Plan Committee. Special thanks go to the plan's editor, Joanna Schmeissner.

Transforming Maryland

Expectations for Excellence in
Diversity and Inclusion »

**THE STRATEGIC PLAN FOR DIVERSITY
AT THE UNIVERSITY OF MARYLAND**

DECEMBER 2010

ENDORSED BY THE UNIVERSITY SENATE
ON SEPTEMBER 16, 2010

FROM THE PRESIDENT

The University of Maryland has long promoted diversity as a core value. We recognize a diverse educational community as one of our greatest strengths.

I am proud to be continuing in the tradition of recent University of Maryland presidents who led us to outstanding accomplishments in this area, including Robert Gluckstern, John Slaughter, William Kirwan and C. D. Mote, Jr. Under their leadership, the university embraced a vigorous commitment to becoming a multiethnic, multiracial, and multicultural institution.

The diversity plan presented here, *Transforming Maryland: Expectations for Excellence in Diversity and Inclusion*, is aligned with the university's strategic plan, which represents the aspirations of our community and calls for the University of Maryland to renew its efforts in diversity. The strategic plan articulates three principles for which we must strive as a preeminent research university: impact, leadership, and excellence. The diversity of our faculty, staff, and students is a fundamental component of each of those principles.

Our 10-year diversity plan is visionary, inspirational, and inclusive, and calls on our

university to serve as a leader for the next generation of scholars. It clearly sets forth our aspiration and our determination to become a model diverse community of learning, exploration, and self-examination whose impact will be felt across the state of Maryland and the nation.

I embrace the vision outlined in this document and ask that you read, review, and commit to implementing its strategies and goals.

Wallace D. Loh
President

FROM THE CHAIR, DIVERSITY PLAN STEERING COMMITTEE

The strategic plan for diversity at the University of Maryland, *Transforming Maryland: Expectations for Excellence in Diversity and Inclusion*, is a document that represents the remarkable journey of the University of Maryland, College Park.

The first 100 years in the history of the university reflect the challenges of our state and the nation. Many were excluded from obtaining an education and working here, and the curriculum made invisible the contributions of many in our society.

However, the past 50 years at Maryland have been extraordinary, first as we integrated all populations into the student body, faculty, and staff, and then as we eagerly embraced the idea of diversity, transforming the institution into a national leader in this area. Today we are well on the path toward realizing our vision of being a “model multiracial, multicultural, and multigenerational academic community.”

I am tremendously grateful to the members of the Diversity Plan Steering Committee for their hard work, diligence, and dedication to developing this plan over an 18-month period. I would also like to thank the hundreds of University of Maryland community members who attended town hall meetings and listening sessions and submitted comments on the plan.

The suggestions offered improved the document and expanded ownership of the notion of diversity beyond any single community. I would also like to thank the University Senate and university leadership for endorsing and embracing the document.

Those of us who worked together to develop the plan believe that Maryland is poised to become the university model for diversity and inclusive excellence in the nation. We have developed a 10-year document that lays a comprehensive roadmap for meeting this goal and calls on the University of Maryland to serve in a preeminent leadership role for the next generation of scholars.

Robert Waters
*Associate Vice President for Academic Affairs
and Assistant to the President
Chair, Diversity Plan Steering Committee*



I. The University of Maryland's
Commitment to Diversity »



The University of Maryland, the flagship of the University System of Maryland and one of the nation's top research universities, has long embraced diversity as a core value and counts a diverse educational community among its great strengths. Our commitment to diversity rests on three tenets:

1. We believe that living and working in a community that accepts and celebrates diversity is a joy and a privilege that contributes to the vitality and excellence of the educational experience.
2. We believe that as a state university, we have a responsibility to assure all citizens access to the transformative experience of an outstanding higher education and the opportunity for success in this experience.
3. We believe it is essential that our students have exposure to different perspectives, that they interact with people from different backgrounds, and that they explore ideas with those from different cultures in order to succeed in an increasingly diverse workplace and global community.

In short, creating an educational and work environment that is rich in diversity, inclusive, and supportive of all students, faculty, and staff is morally right and educationally sound. We commit ourselves fully to implementing the strategies set forth in this plan to achieve an optimal environment for all members of the university community.

The university strategic plan of 2008, *Transforming Maryland: Higher Expectations*, clearly states the results we strive for as a preeminent university: impact, leadership, and excellence. We know without doubt that the diversity of our university faculty, staff, and students is a cornerstone of that excellence. This diversity plan is aligned with the goals of the university strategic plan. It calls for the university to energetically renew its efforts in diversity. The results will be transformative.

The strategic plan states the mission of the university with eloquence: “As the flagship, its task is to look over the horizon, attract the most brilliant minds, advance the frontiers of knowledge, stimulate innovation and creativity, and educate those who will be leaders in business, public service, education, the arts, and many other fields.” To succeed in this task we must have a community that acknowledges and celebrates diversity in all its dimensions.

Through the goals and strategies outlined in this plan, we intend to secure and maintain a working and learning environment in which all members of our community are

welcomed and can flourish regardless of race, color, creed, sex, sexual orientation, gender identity, marital status, personal appearance, age, national origin, political affiliation, or hidden or visible disabilities.

We are confident that we can meet the goals outlined in this document because the university has special strengths on which it can build: 1) a history of national leadership in diversity initiatives during the past three decades; 2) a substantial record of scholarship on diversity issues across the disciplines; 3) a location that offers opportunities to engage with a wealth of diverse communities, including large African American, Hispanic American/Latino/a, and Asian American populations, and thanks to the proximity of the federal government agencies and offices, a substantial international population; and 4) a conviction that a university community energized by diverse perspectives and experiences provides an enriching educational experience and strong competitive edge for our students, our faculty, and our state.

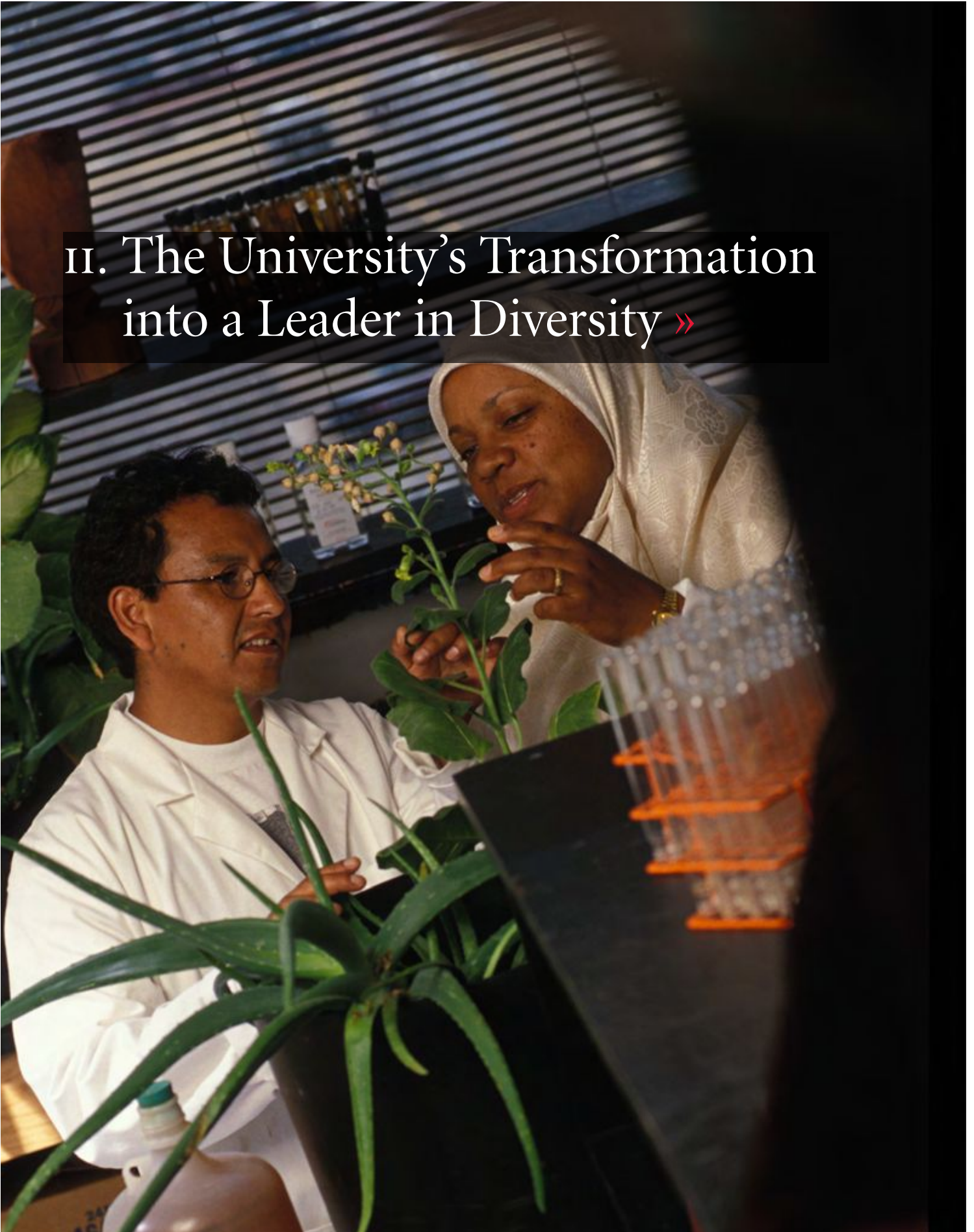
We are uniquely positioned to influence the world outside the university based on the contributions and research of our faculty, students, and staff. Our vision for the next decade is to become a model diverse community of learning, exploration, and self-examination whose impact is felt across the state and the region and throughout the nation and world.

6

THE UNIVERSITY of MARYLAND



ii. The University's Transformation into a Leader in Diversity »





University of Maryland Leaders Embrace Diversity

The university undertakes this new diversity plan after three decades of successful initiatives that focus on diversity issues. We are confident in the university's ability to meet new challenges in creating the community of the future. After an early history in which the university engaged in deplorable practices of discrimination and held destructive prejudices against women, we now have a keen appreciation of the moral imperative of equity and diversity. We know that at the time of its founding in 1856, 16 of the first 24 trustees of the Maryland Agricultural College were slave owners and that slaves labored, if not on campus, certainly throughout Prince George's County, in which it was built. White women were first admitted in 1916, and African Americans in 1951. Though slower than we would wish in including all citizens and creating an appropriate climate for their success, in the past decades the university eagerly adopted the ideal of diversity and has worked diligently to transform the campus to become a national leader in this area. The University of Maryland's strategies were among those highlighted in the *Diversity Blueprint: A Planning Manual for Colleges and Universities*, published with the American Association for Colleges and Universities (AAC&U) in 1995. Today we are on the path toward realizing our vision of being a "model multiracial, multicultural, and multigenerational academic community."

We have been guided by many dedicated members of the campus community in this transformation, especially three exceptional leaders: Dr. John Slaughter, chancellor, 1982–88; Dr. William E. Kirwan, president, 1988–98; and Dr. C. D. Mote, Jr., president, 1998–2010. Under their leadership, the university embraced a commitment to diversity with unwavering vigor. The journey toward a diverse and inclusive institution began with race and gender, but the imperative to address other identities became apparent as we undertook various initiatives. Indeed our terminology that today favors the word "diversity" evolved from a growing understanding of the complexity of this work.

During his tenure as chancellor of the University of Maryland, Dr. Slaughter, one of the first African American chancellors of a major state university, challenged the campus to become a "model multiracial, multicultural, and multigenerational academic community." Under Dr. Slaughter's

leadership, the university moved from being an institution focused merely on compliance with equity mandates, to an academic community that addressed diversity pro actively.

Under the leadership of his successor, President Kirwan, the university made giant strides in its commitment to equity and inclusion for minorities. His administration supported major initiatives designed to involve every campus unit and department in activities that supported minority faculty, staff, and students. University leaders raised expectations for recruitment of faculty, undergraduates, and graduate students from under represented groups; developed major initiatives to support and mentor minority members on our campus; and provided significant financial support for activities likely to increase the success of minority members of the university community. From 1990 through 1995, President Kirwan led the university's defense of a legal challenge to the university's Banneker scholarship, a program designed to enroll academically talented African American students. While the court eventually ruled against the race-exclusive nature of the scholarship, the university's defense of the case was a first step in developing the now-widespread use of the diversity rationale to advance affirmative action goals in higher education.

President Mote built on these efforts, deepened our understanding of the complexities of diverse backgrounds and identities, and expanded the focus of our commitment. He sponsored innovative and successful programs that reached into Maryland communities with large numbers of disadvantaged students, and created pipelines for students who had overcome adverse circumstances to obtain an affordable college education. In the past decade, the university significantly increased the graduation rates of undergraduates from all racial/ethnic backgrounds, and made substantial progress in closing the achievement gap. In recognition of the university's growing global impact, President Mote also vigorously supported programs that offer students life-changing international experiences.

Led by the former president, the administration pushed aggressively to promote the rights of gays, lesbians, and women and fought to obtain benefits for domestic partners of university employees. The state began providing same-sex domestic partner health benefits to Maryland state employees and retirees in July 2009. Under President Mote's leadership, the university also introduced new family-friendly policies and programs to help faculty, staff, and students balance their academic, work, and family responsibilities.

WHERE WE ARE TODAY: DIVERSITY ACCOMPLISHMENTS

Diversity and inclusiveness have, over time, become integral and ongoing components of the university's institutional identity. A quantitative sketch of our successes indicates how far the University of Maryland has progressed in recent decades.

The diversity of our students:

- Students of color comprise 34% of the undergraduate student body.
- African American students constitute 12% of our undergraduates.
- Asian American students comprise 15% of Maryland's undergraduates.
- The Hispanic American/Latino/a student population increased 29% at the undergraduate level and 58% at the graduate level from 2001 to 2009.
- The percentage of new minority graduate students increased from 16% in 2001 to 21% in 2009.

The success of our students:

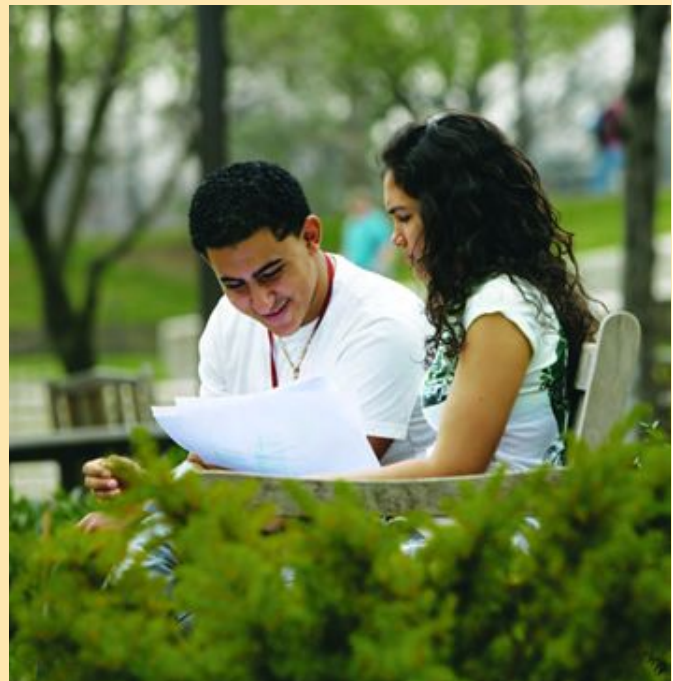
- The University of Maryland is one of the top degree-granting institutions for African American and other minority students in the United States. In 2009, our campus was rated No. 1 among AAU institutions for the number of African American Ph.D.s.
- In a 2010 study by the Education Trust, the university had the fourth-highest ranking for 2007 graduation rates of minorities among public research universities.
- In the same study, the university was ranked 14th in improved graduation rates for minority students (2002-07).
- Six-year graduation rates for African American students have increased from 46.3% to 70.4% in the past 10 years (Classes of Fall 1993 and Fall 2003). Graduation rates for Hispanic American/Latino/a students rose from 49.3% to 72.0% in the same time period.

- The university has achieved parity between male and female bachelor's and master's degree recipients since 2001. In fact, between 2001 and 2008 more women than men were awarded Bachelor's degrees.

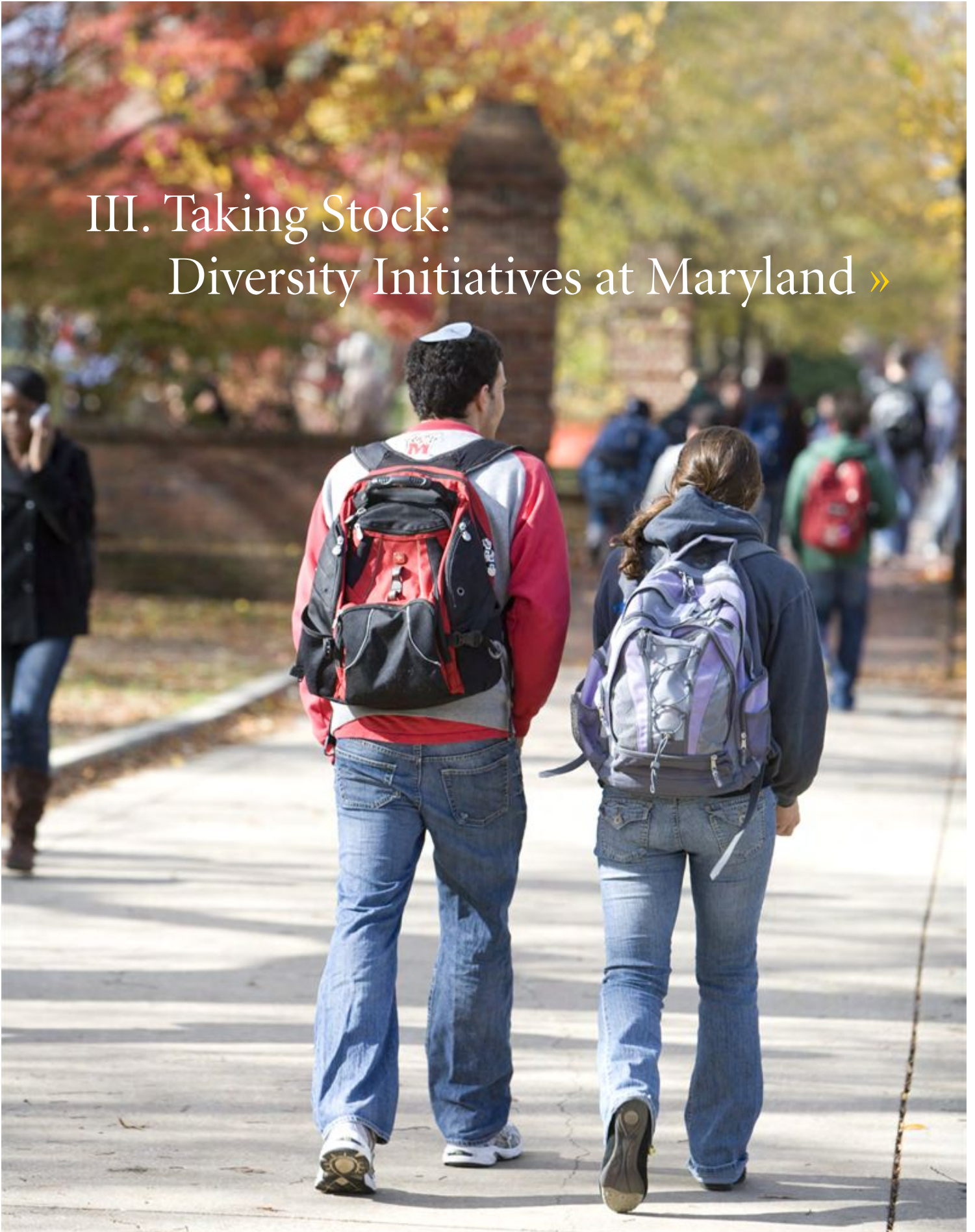
- The gap between male and female doctorates is also narrowing, with women earning 48% of all doctoral degrees in 2009.

The diversity of our faculty and staff:

- Between 2000 and 2009, the percentage of women in the tenured/tenure track faculty increased from 26% to 31% and the percentage of faculty of color in this group increased from 16% to 20%.
- In 2009, one-third of new tenured/tenure track faculty hires were women and 43% were members of ethnic minority groups.
- The number of women department chairs grew from six in 2004 to 15 in 2009, a 150% increase.
- The university's diverse staff is 16% African American, 7% Asian American, 5% Hispanic American/Latino/a, 17% from other nations, and 52% women.



III. Taking Stock: Diversity Initiatives at Maryland »



University Offices that Promote Equity and Diversity

Several campus programs have been established that address diversity issues, and the dates of their inception reflect the growing understanding of the complexity of diversity and the variety of groups that need to be served.

The Office of Human Relations Programs (1971), now known as the Office of Diversity and Inclusion (ODI), is responsible for compliance with the Human Relations Code that contains our official nondiscrimination policy (1976; amended in 1992 to include sexual orientation). The office also provides a variety of multicultural and diversity education programs, including intergroup dialogues.

Many other offices, centers, and programs address specific issues. These include the:

- Nyumburu Cultural Center (1971)
- Office of Multi-Ethnic Student Education (1971)
- Disability Support Services (1977)
- Office of Lesbian, Gay, Bisexual, and Transgender (LGBT) Equity (1998)
- Maryland Incentive Awards Program (2000)
- Office of Multicultural Involvement and Community Advocacy (2006), formerly Student Involvement and Minority Programs (1987)

Special presidential commissions focus on eliminating inequity and fostering community for specific groups on campus. The four President's Commissions focus on: Women's Issues (1973), Ethnic Minority Issues (1973), Disability Issues (1986), and Lesbian, Gay, Bisexual, and Transgender Issues (1997).

The Provost's Conversations on Diversity, Democracy, and Higher Education, established in 2003, promote university-wide awareness and dialogue about nationally important diversity issues.

Diversity in the Curriculum

The university has been a leader in interdisciplinary programs, with its American Studies program (1945) one of the earliest in the nation. This history was a stepping-stone for academic programs and concentrations that focus on educational issues surrounding specific areas of diversity. First introduced in the 1960s, these programs have helped to broaden our understanding of diversity, cultivate community, and build support for various social identity groups.

Many programs that began as concentrations in traditional departments led to the establishment of formal academic programs:

- African American Studies (1968)
- Women's Studies (1977)
- Jewish Studies (1980)
- Latin American Studies (1989)
- Asian American Studies (2000)
- Lesbian, Gay, Bisexual, and Transgender Studies (2002)
- Persian Studies (2004)
- U.S. Latino Studies (2007)

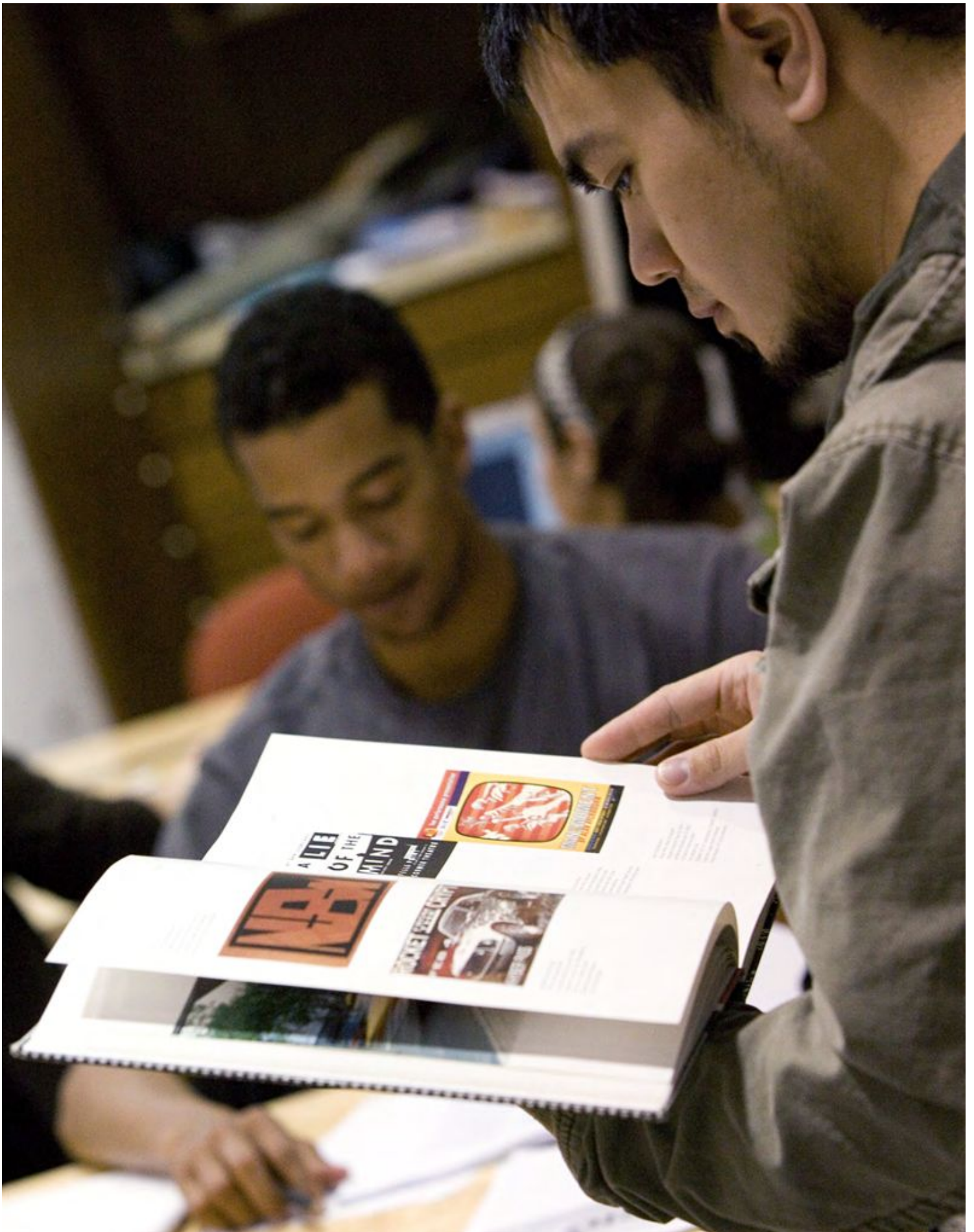
The university has also been a national leader in fostering diversity as a serious topic for research and academic exploration. One of the most important and successful initiatives has been the Consortium on Race, Gender, and Ethnicity (1998). Faculty members working through the Consortium have published groundbreaking studies on the complexity of issues surrounding self-identity and diversity.

In 2008, the U.S. Department of Education granted the university status as a minority-serving institution for Asian Americans and Pacific Islanders, a gateway to targeted support for the growth of academic programs and support for student scholarships.

The David C. Driskell Center for the Study of the Visual Arts and Culture of African Americans and the African Diaspora, established at UMD in 2001, preserves the heritage of African American visual arts and culture.

Existing and new courses within established disciplines have been infused with elements and principles of diversity with the assistance of the Curriculum Transformation Project (1989). Since 1990, undergraduate students have had a CORE diversity requirement, and they currently have co-curricular opportunities that address diversity such as Words of Engagement: Intergroup Dialogue Program (2000) and the Common Ground Multicultural Dialogue Program (2000).

There are far more activities, campus-wide, and locally, than we can include in this overview, but the programs listed above represent the breadth of our commitment to building a diverse and inclusive campus community.



IV. Recommendations »

The University of Maryland has laid a strong and broad foundation for diversity and equity over the past three decades. The recommendations in the diversity strategic plan aim to ensure that the university will build on this foundation and continue as one of the nation’s higher education leaders in diversity, equity, and inclusion.

Clearly, the university has made great progress. However, building a community in which support for diversity permeates all levels is an ongoing process. The university still has much to do to create the optimal and inclusive learning and work environment to which it aspires. Vigorous efforts should be made to further diversify the senior leadership, faculty, and student body; to create a more vibrant and inclusive campus community; to support diversity-related research; and to implement a curriculum that prepares our students to succeed in a multicultural, globally interconnected world. This plan sets forth strategies to take us to the next level.

Our plan seeks to accomplish three goals:

1. To ensure policies and structures are in place at all levels of the university to support transformational leadership, recruitment, and inclusion efforts, and to institutionalize campus diversity goals;
2. To foster a positive climate that promotes student success and encourages faculty and staff members to flourish; and
3. To promote a vision across the university that fully appreciates diversity as a core value and educational benefit to be studied, cultivated, and embraced as a vital component of personal development and growth.

The plan includes many exciting, bold initiatives to help the university meet its goal of excellence in diversity. Highlights include: the appointment of a chief diversity officer and creation of an Office of University Diversity; the establishment of a

representative Diversity Advisory Council that will give a central voice to the needs and visions of diverse groups at all levels of the campus community; the introduction of new initiatives to assist with recruitment and retention, such as cluster faculty hires and work-family initiatives; the creation of a “building community” fund to support innovative approaches for enhancing the campus climate; and the emphasis on challenging new general education diversity requirements that will engage students in learning about plural societies and prepare them to be culturally competent leaders.

Following are the major goals and strategies of the diversity strategic plan, organized in six core areas: Leadership, Climate, Recruitment and Retention, Education, Research and Scholarship, and Community Engagement.

A. LEADERSHIP

Leadership is essential to building a more diverse, inclusive, and equitable institution. This plan proposes to strengthen the diversity leadership throughout the campus. The goals and strategies listed below recognize that leadership in diversity must come from senior leaders as well as from the ranks of students, faculty, and staff.

First, the plan calls for leadership from the top. When the university’s senior administrators endorse diversity programs and initiatives, they affirm that diversity is a core value and set the tone for action throughout the university. The appointment of a chief diversity officer and establishment of a campus-wide Diversity Advisory Council to replace the current Equity Council will be a visible signal of this commitment. With wide representation from campus groups, the new council will focus on major diversity initiatives that can help move the campus forward.

Second, leadership in diversity requires a commitment to increasing the presence of individuals from diverse populations among those in charge at all levels. This plan proposes an energetic effort to increase their numbers through robust recruitment strategies. In addition, the university should expand and strengthen programs of professional development that prepare individuals from underrepresented groups already on campus to move into positions of leadership. Students, faculty, and staff all benefit from a community in which those in charge reflect diversity among their ranks.

Finally, the university should support a vigorous effort to inculcate the principles of diversity, equity, and inclusion in all faculty, staff, and students so that leadership in diversity is something every member of the university community understands and for which each one feels responsible.

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GOAL A.1 The university will provide strong leadership for diversity and inclusion at all campus levels.

Strategies

- A. The president will appoint a chief diversity officer (preferably a vice president with faculty rank) who reports directly to the president and is a member of the President's Cabinet.
- B. The university will create an Office of University Diversity led by the chief diversity officer. The officer and his or her staff will advocate for diversity and equity issues; provide active oversight, coordination, and evaluation of work in these areas; track university progress in meeting the goals of the diversity strategic plan; and encourage and support the efforts of units to achieve their diversity goals.



- The office will serve as a resource providing regular and accurate information on existing university equity and diversity programs, centers, academic units, and identity-based organizations.
 - The office will develop a comprehensive communication plan and strong campus Web presence to: provide diversity and equity information; disseminate examples of best practices for promoting diversity and inclusion; and highlight the university's leadership in diversity research, academic, and co-curricular programming, minority graduation rates, and other accomplishments.
 - The office will establish a resource center to share diversity materials (e.g., curricula/syllabi, co-curricular programs, fellowships, funding opportunities) and provide a site for consultation and collaboration on diversity, equity, and climate issues.
- C. The university will create a campus-wide diversity advisory council with representatives from all divisions, schools/colleges, graduate and undergraduate student bodies, and other appropriate units, to play a key role in advising the chief diversity officer regarding diversity decision-making, planning, and training.
- Units represented on the diversity advisory council will appoint diversity officers who will be responsible for providing diversity education and training, overseeing climate assessments, and supporting diversity-related recruitment/retention, programming, and evaluation efforts within the unit. Diversity officers will also collaborate on campus-wide diversity initiatives. Responsibilities, expectations, and accountability for diversity officers will be clearly defined and consistent across units.
 - Although the diversity advisory council will replace the Equity Council as the major diversity leadership body, units may continue to appoint equity administrators to oversee all aspects of search and selection procedures, including data collection.
- D. The president, vice presidents, and deans will take steps to increase the diversity of leadership ranks across all divisions, colleges/schools, and departments/units to support a diverse and inclusive institution.
- E. The university leadership will help each unit establish measurable goals for diversity and inclusion at the division,



college or school, and department/unit levels and help units meet their goals. Accountability mechanisms will be used to assess outcomes. Support for diversity and inclusion will be a uniform qualification for all leadership positions and a performance criterion in the annual reviews of all campus leaders.

GOAL A.2: The university will increase opportunities for leadership training, mentoring, professional growth, and advancement of diverse faculty and staff in all divisions.

Strategies

A. The Provost's Office will:

- Provide an annual leadership orientation for all new vice presidents, deans, and department chairs that includes a significant focus on fostering diversity and inclusion. This orientation should address such topics as supporting diversity research/scholarship and teaching, creating an inclusive climate, dealing with sexual harassment, and recruiting and retaining diverse faculty, staff, and students.
- Offer leadership training and mentoring programs, such as



the university's Leadership Education and Administrative Development (LEAD) program, which prepare tenured faculty to assume campus and professional leadership positions. Women, minorities, and faculty from diverse backgrounds will be actively encouraged to apply for these programs.

- B. The university will establish leadership education and mentoring programs for talented staff from diverse groups that provide avenues for professional growth, network development, and career advancement.
- C. The chief diversity officer will offer periodic training that prepares faculty and staff from all groups to be influential leaders, advocates, and spokespersons for diversity initiatives across the campus.

B. CLIMATE

All individuals in a community need to feel that their individual worth is recognized, their work is respected, and they work in an environment in which they can flourish. If students feel marginalized because they are different from those in the mainstream, if faculty or staff members feel that their contributions are not valued, or if any individual feels isolated and excluded by a climate that is unfriendly or uninterested, the

university community is diminished. A welcoming, supportive climate is essential in our academic community.

The university has in place clearly defined policies and legal guidelines to deal with egregious problems such as sexual harassment, hate speech, or threats. The initiatives addressed in this plan aim to ensure that we go beyond a neutral climate to one that is completely supportive and inclusive. This diversity plan focuses on ways to enhance day-to-day learning and working conditions. The creation of a climate that nurtures and supports all of its members requires proactive acts of self-examination.

Many useful tools are available for self-assessment of the workplace and classroom climate. Exit surveys, for example, are accepted and valuable ways to measure experiences. The plan proposes surveys and other formal assessments as initial steps, but units will also find it helpful to gauge climate issues through informal group discussions, spontaneous interviews with individuals in the unit, and other activities.

GOAL B.1: The university will ensure a welcoming and inclusive learning community, workplace, and campus environment.

Strategies

- A. Units will actively support and demonstrate adherence to the university's policies on equity, non-discrimination, compliance, and equal employment opportunity/affirmative action.

- B. The chief diversity officer, in collaboration with the Diversity Advisory Council, will:
- Create an online climate assessment survey that will be administered by all units to establish a baseline so they can assess their needs in creating a climate conducive to success. The results will be submitted to appropriate unit heads (e.g., deans, vice presidents) for review and feedback. The climate assessment survey will be repeated periodically, maybe even annually, as dictated by the results.
 - Create the framework for a climate enhancement plan and help units use the plan to identify strategies for responding to climate concerns and to create an inclusive, welcoming environment. Climate enhancement plans will be submitted to and discussed with appropriate unit heads and unit diversity officers.
 - Develop a schedule for unit heads and the Diversity Advisory Council to reach out, work with units, and offer them support and advice as indicated by the results of their climate assessment surveys and the outcomes of their climate enhancement plan activities.
- C. The university will survey graduating students on an annual basis concerning the impact of their diversity-related

educational and co-curricular experiences, as well as their perceptions of the campus climate.

GOAL B.2: The university will develop and implement innovative, cross-cutting programs to improve and enhance the campus climate for diverse students, faculty, staff, and visitors.

Strategies

- A. The chief diversity officer, in consultation with the Diversity Advisory Council, will identify common themes that arise from climate assessments and develop campus-wide programs to foster an inclusive, civil environment and to remedy climate-related problems.
- B. The university will create a “building community” fund administered by the chief diversity officer to support innovative initiatives for enhancing the climate within and/or across units, and between social identity groups on campus.
- C. Across the university, in campus-wide social activities and campus offices designed to address issues of different cultural and identity groups, the university will celebrate and promote a community based on inclusiveness and respect for





differences, encouraging close interaction among individuals on campus with varying backgrounds, experiences, interests, and perspectives.

- D. The President’s Office will continue to support the Commissions on Women’s Issues, Ethnic and Minority Issues; Disability Issues; and Lesbian, Gay, Bisexual, and Transgender Issues in their work to identify campus diversity concerns, educate university constituencies, advocate for programmatic and policy improvements, and celebrate the achievements of diverse members of the campus community. With oversight from the chief diversity officer, the commissions may hold annual (or periodic) town meetings of their constituencies to identify issues that require university attention, evaluate progress in achieving equity and diversity goals, and make recommendations to the President.

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C. RECRUITMENT AND RETENTION

Excellence at the university depends on the recruitment and retention of outstanding faculty and staff. Talented individuals with great potential are found among every group. To build an academic community that is preeminent, the university will actively seek and aggressively recruit these outstanding and diverse individuals to our faculty, staff, administrative ranks, and student body. The university has taken action in recent years to remove impediments to effective recruiting and retention of faculty. For example, new policies recognize the needs of faculty involved in child-rearing, a concern that has

disproportionately affected the careers of academic women. A newly established Family Care Resource and Referral Service will provide a variety of child and elder care services to facilitate greater work-life balance for faculty, staff, and students. In 2009-10, the university also instituted a policy for part-time status of tenured/tenure-track faculty due to childrearing responsibilities, enabling faculty with young children to work part-time.

Research and experience have shown that achieving a critical mass of colleagues is especially important in recruiting individuals from groups who are not in the mainstream. If many individuals from a particular group find support and success in a department or unit, others from that group will be more eager to join them. It will be our goal, at every level, to build the critical mass that signals the University of Maryland is a welcoming home for every individual who aspires to reach his or her highest potential. The promotion of cluster hires and a renewed emphasis on mentoring of junior faculty will help ensure success in building the corps of minority and women faculty across the university. Likewise, the university will support efforts to recruit, retain, and promote diverse staff members, and to overcome unfair barriers to their advancement.

The university’s recruitment strategies over the past two decades at the undergraduate level have reaped rewards and successes. We are proud of the steady enrollment of African Americans and Asian Americans, of the increasing numbers of Hispanic American/Latino/a students attending the university, and of the numbers of women in our programs. Innovative recruitment efforts at the undergraduate level will continue. The university’s strategic plan set forth goals for supporting graduate students, casting a wide net in their recruitment that should greatly help to attract minority students and women, and offer them the highest level of mentoring and guidance. We expect steady increases in the enrollment and success of diverse graduate students as a result of these new measures.

GOAL C.1: The university will continue to recruit, promote, and work to retain a diverse faculty and staff.

Strategies

- A. The Office of the Provost and college/schools will implement faculty recruitment strategies, such as cluster hiring, faculty exchanges with minority-serving institutions, and programs that build the pipeline of future faculty, to increase faculty diversity and create an inclusive community that facilitates retention. A faculty recruitment fund will provide support to enhance the diversity of the university’s faculty.



- B. The university will join the Higher Education Recruitment Consortium (HERC) to increase its competitive advantage in recruiting talented and diverse faculty and staff, and to identify potential positions for their family members.
- C. The chief diversity officer will work with deans and department chairs to determine the availability of women and minorities in targeted fields, and to ensure that departments are making efforts to hire diverse faculty and staff in proportion to their availability in relevant job pools.
- D. The Office of the Provost, deans, and chairs will develop mentoring, professional growth, and other retention initiatives, such as collaboration cafés, to reduce disparities in the retention rates of tenure-track and tenured faculty from diverse groups. Administrators should replicate best practice models from departments that have been successful in retaining and promoting faculty of color, and should provide mentorship training to faculty who choose to become mentors.
- E. The chief diversity officer will monitor faculty retention and promotion/tenure rates, identify impediments to retention and advancement, and make recommendations for remedying identified disparities.
- F. Deans and department chairs will carefully evaluate campus service assignments and mentoring activities of junior faculty, with a particular focus on women and minority faculty, and will ensure that they have time to successfully

complete their teaching and research responsibilities required for promotion and tenure.

- G. The chief diversity officer will monitor staff retention, promotion, and turnover rates, identify barriers to career advancement, and make recommendations for remedying identified obstacles.
- H. The university will implement family-friendly policies and provide services to facilitate work-life balance as retention incentives.

GOAL C.2: The university will recruit, retain, and graduate a diverse student body.

Strategies/Undergraduate Students

- A. The Division of Academic Affairs will adopt innovative, high-contact recruitment models, including those that employ alumni of color and international alumni, to attract a diverse student body from all areas of the state, the nation, and the world. The university will set appropriate goals for increasing enrollments.
- The university will increase the percentage of undergraduate students from underrepresented groups (African American, Asian American, Hispanic American/Latino/a, Native American, and multiracial) to a target of at least 38% of the total enrollment by 2018.



- The university will increase the percentage of international undergraduate students to a target of at least 8% of the total enrollment by 2018.
- B. The university will continue to create scholarship and financial aid programs to ensure that higher education is accessible to diverse undergraduates, particularly low-income, first-generation students.
 - C. The Division of Academic Affairs will support initiatives that enhance the academic preparation of low-income, first-generation students during their pre-college years, and that encourage their college attendance.
 - D. The university will regularly review its 27 admission factors, including academic achievement, standardized test scores, and other criteria, to ensure that admissions procedures do not negatively impact women, minority, and low-income students. Members of the university community should make every effort to share information about the individualized, holistic evaluation of student applicants to the university.
 - E. The university will work to close the academic achievement gap by bringing the graduation rates of African American, Hispanic American/Latino/a, and Native American students in line with those of the general student body. Specifically, the university will reduce the discrepancy between the six-year graduation rate of students from the above groups and that of all students to 5% or lower by 2018.
- F. The university will continue to support offices and programs that facilitate undergraduate student success, progress to degree, and timely graduation, including those that provide smooth transitions to campus life, mentoring advising, and positive academic and co-curricular experiences.

Strategies/Graduate Students

- A. The Graduate School and deans will develop innovative programs to recruit, enroll, and retain diverse graduate students, and increase their degree completion rate.
 - The Graduate School and colleges and schools will educate graduate directors and other interested faculty on best practices for recruiting, retaining, and graduating diverse students.
 - Colleges and schools will periodically review and provide feedback on department plans for recruiting a diverse student body.
- B. The provost and Graduate School will consider the success of its programs in recruiting and graduating a diverse population of graduate students when allocating institutional financial support to programs, departments, and colleges and schools.

D. EDUCATION

Consistent with the goals of the strategic plan, the university strives to provide every student with an education that incorporates the values of diversity and inclusion and prepares its graduates for an increasingly diverse United States and evolving global society. Curricula should ensure that graduates have had significant engagement with different cultures and global issues.

The new general education plan spells out clearly the courses and curricula that will be required to broaden the vision of all undergraduates. Innovative new diversity courses will increase students' understanding of cultural pluralism, develop their cultural competencies, and provide exceptional opportunities to study abroad. In addition, the university has many outstanding scholars whose work has focused on diversity issues within their disciplines. To name just a few, our School of Public Health has a major research focus on the reduction of health disparities in Maryland's minority populations, our history faculty and students have traced historic connections between African American slavery and the Maryland Agricultural College (which grew into the University of Maryland), and our education scholars regularly conduct studies with urban schools in Prince George's County and Baltimore that have large minority populations. University faculty from many disciplines have made important contributions to the scholarship on diversity and self-identity. These and many other programs can be given campus-wide publicity and tapped to provide educational experiences for undergraduates.

Through a collaborative process, the university will consider how best to incorporate the study of diversity and different cultural perspectives in its academic programs, courses, and co-curricular programs. Students will gain knowledge of intellectual approaches and dimensions of diversity, develop an understanding of diverse people and perspectives, and recognize the benefits of working and problem-solving in diverse teams. Programs and activities that promote cross-cultural understanding will help to prepare students for careers in a global economic environment and life in a multicultural society.

GOAL D.1: The university will ensure that undergraduate students acquire the knowledge, experience, and cultural competencies necessary to succeed in a multicultural, globally interconnected world.



Strategies

- A. The university will implement the new general education plan with Diversity requirements that increase undergraduates' knowledge of diversity issues, understanding of pluralistic societies, engagement with peers from diverse backgrounds, and multicultural competencies. The Division of Academic Affairs and colleges and schools will support the development of new courses and modification of existing courses to fulfill requirements of the Understanding Plural Societies and Cultural Competence courses in the university's general education program.
- B. The divisions of Academic Affairs and Student Affairs will integrate diversity and social justice education into academic courses, living and learning programs, residence hall programs, and other co-curricular activities.
- C. The university will expand opportunities for all students to participate in global learning and leadership experiences, including education abroad, alternative breaks, service learning, and internships. The university will actively encourage and provide incentives for first-generation undergraduates, students from minority groups, students with disabilities, and other students from diverse backgrounds to take advantage of these opportunities.

D. The university will continue to support intergroup dialogue programs that expose students to the identities, backgrounds, cultural values, and perspectives of diverse students, and that enhance their communication, intergroup relations, and conflict resolution skills.

B. Working with the Division of Research and Graduate School, departments will ensure that graduate students are educated in the responsible conduct of research, including research involving vulnerable populations.

GOAL D.2: Departments and programs will equip graduate students with diversity-related expertise.

GOAL D.3: The university will increase faculty capacity to educate students about diversity issues and to develop inclusive learning environments.

Strategies

Strategies

A. The Center for Teaching Excellence; Office of Diversity and Inclusion; Consortium for Research on Race, Gender and Ethnicity; and Graduate School will collaborate with academic departments to provide graduate teaching assistants with training in how to teach effectively in diverse, multicultural classrooms/settings and incorporate diversity topics in their courses.

A. The Division of Academic Affairs will work with department and program chairs to establish curriculum transformation programs that prepare faculty to teach students from diverse backgrounds, employ pedagogies that recognize multiple ways of learning, and integrate diversity issues in their courses and laboratory/research environments, including the new general education courses.



- B. Faculty will work with colleagues from Student Affairs to develop innovative co-curricular experiences, such as service-learning, common ground dialogue programs, internships, and international experiences that equip students to work and live in diverse communities.

E. RESEARCH AND SCHOLARSHIP

The university's record is filled with instances of groundbreaking scholarship that illuminate the experiences of women, minorities, and other diverse groups in America. In departments such as Women's Studies, African American Studies, Government and Politics, and Family Science, as well as Journalism, Theatre, and Music (which recently commissioned *Shadowboxer*, an opera on the life of Joe Louis), research has investigated issues of ethnicity, culture, sexuality, religion, gender, age, disability, and a wide range of other identities. Other research focuses on application of theory to practical situations. In the College of Education and College of Computer, Mathematical and Natural Sciences, as well as the A. James Clark School of Engineering, researchers are identifying the tools for mentoring and teaching specialists in the Science, Technology, Engineering, and Mathematics (STEM) fields, including methods for use in urban communities with large minority and first-generation college populations. Robert H. Smith School of Business scholars study how diversity in management teams contributes to innovation. Such research is making a difference on campus and in the larger society. Communicating the outcomes of our diversity scholarship in lectures, programs, and events has the potential to energize the campus discussion of diversity issues and inspire research by other faculty and students.

This plan calls for multiple strategies that will strengthen, augment, and enhance opportunities for research and scholarship in diversity fields. In addition, every academic and co-curricular unit will be encouraged to incorporate diversity-related topics, themes, and concerns into their curricula. Such efforts will greatly enrich the educational experience of faculty and students, as well as other members of the university community.

GOAL E.1: The university will commit itself to developing and supporting the production of nationally recognized research and scholarship on race, ethnicity, class, gender, and other dimensions of diversity.



Strategies

- A. The chief diversity officer will engage the faculty in opportunities to participate in diversity-themed, interdisciplinary research centers and programs on the campus.
- B. The university will support the recruitment of distinguished senior faculty who can establish world-class, externally funded research/scholarship programs that address race/ethnicity, class, gender, sexual orientation, disability, and other dimensions of diversity.
- C. The provost will provide seed funding, Research and Scholarship Awards, and/or Creative and Performing Arts Awards for faculty members engaged in cutting-edge diversity research, scholarship, and creative and performing arts projects, including interdisciplinary collaborations.
- D. The provost will sponsor conferences, symposia, and seminars that address diversity research and scholarship, including ways to apply research findings in instructional, co-curricular, and institutional improvement activities.



- E. The Office of the Provost will work to ensure that diversity research and scholarship is appropriately valued and evaluated in promotion and tenure decisions.
- F. Colleges and schools will increase opportunities for graduate students to participate in professional development and career preparation activities that support scholarship on diversity issues, such as national/international conference presentations and fellowships for international study. Women, minorities, and other students from diverse backgrounds will be actively encouraged to apply for these opportunities.
- G. The university will create a President’s Postdoctoral Fellowship Program, available in all academic fields, for scholars whose research and presence will contribute to the diversity of the academic community.

GOAL E.2: The university will provide a clearinghouse of opportunities for funded research, scholarship, and creative activities addressing diversity issues.

Strategies

- A. The Division of Research will maintain and disseminate information about funded opportunities for regional, national, and international research, scholarship, and creative activities that focus on diversity and equity issues.
- B. The Graduate School will maintain and publicize an up-to-date list of fellowships and outside sources of support from funding agencies and foundations that are specifically for minority and female graduate students.

F. COMMUNITY ENGAGEMENT

Community engagement has been an underlying theme in several of the goals listed above. The vision that animates this plan is of a university characterized by intellectual vitality and excitement, where individuals from different backgrounds, ethnic groups, national cultures, socioeconomic groups, and life experiences can share ideas and concerns. This would be a university in which students actively engage with other students, faculty, and staff in both formal and informal settings. The Diversity Advisory Council will promote community engagement by sharing examples of other successful campus models. For example, students on the university's Sustainability Council and its student subcommittee share environmental concerns and tackle sustainability issues with faculty and staff from the divisions of Academic Affairs, Administrative Affairs, Student Affairs, Research, and University Relations, and the Office of Information Technology. Such engagement enriches the educational experience and leads to personal growth. It builds trust among participants, supports creativity, enlivens intellectual life, and creates an ambiance that is characteristic of the great universities.

The university's reach and involvement extend beyond the physical boundaries of the campus. The neighboring communities and regions provide valuable resources for learning and personal growth. For example, the Department of Public and Community Health has maintained a 10-year partnership with the City of Seat Pleasant, with faculty, staff, and students providing health education services to residents and residents offering feedback on the department's health education curriculum. College Park Scholars partners with the City of College Park to provide weekly tutoring for children through the Lakeland Stars program serving Paint Branch Elementary School. Other community-based activities are described in the plan, but much, much more interaction takes place between the university and communities throughout the state. Learning experiences include departmental internships, alternative break programs, service-learning, and field experiences for credit or for learning, such as Engineers Without Borders, which takes our students to other countries. Engagement in educational, research, and service activities in communities beyond the campus is an important vehicle that broadens perspectives and increases understanding of the value of diversity. This plan supports university efforts to promote such engagement.

GOAL F.1: The university will promote academic and co-curricular activities that facilitate positive interactions among students, faculty, staff, and alumni.

Strategies

- A. The university will create and support opportunities that facilitate dialogue and engagement among diverse students, faculty, staff, and alumni, and that contribute to the professional, social, economic, and spiritual development of all participants.
- B. The university will create initiatives that support and expand collaboration on diversity issues between departments/units in Student Affairs, Academic Affairs, Research, Administrative Affairs, University Relations, and the Office of Information Technology. Initiatives will reflect the university's values of diversity, equity, inclusion, and citizenship with the goal of developing the "whole student." The university will showcase innovative and effective initiatives as models for replication.

GOAL F.2: The university will increase the number of partnerships and the quality of engagement with the diverse external community.

Strategies

- A. The colleges and schools, Institute for Internal Programs, and Division of Student Affairs will provide increased opportunities for students to participate in community-based internships, service learning, international exchange programs, and related activities that enhance their knowledge of diverse populations and their cultural competency.
- B. The university will create new community-based research, continuing education, and extension partnerships, as well as leverage existing partnerships, that benefit diverse populations in the state and surrounding areas.



V. Implementation »

This diversity plan proposes a leap forward at the University of Maryland over the next 10 years. Like the university's 2008 strategic plan, it sets high expectations and offers a framework and guide for the university as it fulfills aspirations for future excellence in becoming a model of diversity and inclusion. Its vision and initiatives represent a bold and ambitious agenda for the university.

The goals and strategies recommended in this plan must be thoughtfully and carefully implemented. The role of the chief diversity officer and the Diversity Advisory Council will be crucial to the success of the implementation. They will need to prioritize the proposed goals and strategies, develop a realistic timetable, and assign the plan's specific tasks to offices or individuals responsible for executing them. Their success will depend, in part, on their ability to seek the advice and counsel of expert and engaged faculty, staff, and students from across campus as they pursue these goals; their willingness to support bold initiatives; and their acceptance of patience and flexibility in finding ways to achieve their goals. Future, not yet anticipated opportunities or challenges may create a need to modify individual goals and strategies, or create new ones. Yet the vision of a university community that thrives on diversity, that uses diversity as an educational instrument for personal growth and enrichment, and that cultivates future leaders who embrace diversity will not change. It remains our fixed star.

GOAL 1: There will be guiding principles developed for the implementation component of the diversity strategic plan. These principles will be developed by the chief diversity officer in consultation with the Diversity Advisory Council.

- A. The president, provost, vice presidents, deans, department chairs, directors, and the chief diversity officer should use the diversity strategic plan for planning and decision making related to campus diversity issues.
- B. The chief diversity officer should work with the university's senior leadership to develop incentives for implementing strategies presented in the plan.
- C. The chief diversity officer, in consultation with the Diversity Advisory Council, should develop measures to monitor and evaluate the success of plan goals and strategies.

GOAL 2: The university will prioritize and set a time line for the goals and objectives of the diversity strategic plan.

The chief diversity officer, president, and provost will:

- A. Annually identify high-priority strategic plan goals and strategies for implementation.
- B. Identify the individuals/units responsible for implementing and evaluating the progress of prioritized goals and strategies.
- C. Establish realistic time lines and outcome measures for implementing high-priority goals and strategies.
- D. Work with the vice president for University Relations and appropriate development officers to seek financial sources to fund the goals and strategies of the plan.



GOAL 3: The chief diversity officer will monitor implementation of the diversity strategic plan and will report annually on plan progress.

- A. The chief diversity officer will annually report on the progress of the diversity strategic plan to the president and the president's Cabinet.
- B. After presentations to the president and Cabinet, the annual progress report of the diversity strategic plan will be posted on the university website and released to the university community, including the Student Government Association, the Graduate Student Government, the University Senate, and *The Diamondback*.

GOAL 4: The university will develop processes for modifying the diversity strategic plan and updating it at least once every 10 years.

- A. Members of the university community will have an opportunity to petition for major and/or minor amendments to the diversity strategic plan.
 - **Major** amendments will require revisiting the goals and strategies of the plan or the basic assumptions that have provided direction for the plan. A major amendment would have an impact on many areas of the plan.
 - **Minor** amendments might include a change in the wording of a goal or strategy, or changes in responsible leadership.
- B. The president will appoint a diversity strategic plan steering committee to complete a major review and update of the diversity strategic plan no less than once every 10 years.
- C. The chief diversity officer will chair the diversity strategic plan steering committee.
- D. The diversity strategic plan steering committee will include representation from the faculty, staff, senior leadership, and undergraduate and graduate students.

Diversity Plan Steering Committee »

Robert Waters, Chair, Associate Vice President for Academic Affairs and Special Assistant to the President

Cordell Black, Associate Provost for Academic Affairs; Associate Professor, School of Languages, Literatures, and Cultures

Gloria Aparicio Blackwell, Assistant to the Vice President, Division of Administrative Affairs

Gloria Bouis, Executive Director, Office of Diversity and Inclusion

Kamilia Butler-Peres, Undergraduate Student

Linda Clement, Vice President for Student Affairs

Pat Cleveland, Associate Dean, Robert H. Smith School of Business

Roberta Coates, Assistant to the President and Staff Ombuds Officer

Carol Corneilse, Graduate Student

Natalia Cuadra-Saez, Undergraduate Student

Gene Ferrick, Assistant to the Dean, College of Computer, Mathematical and Natural Sciences

Wanika Fisher, Undergraduate Student

Sharon Fries-Britt, Associate Professor, Department of Education Leadership, Higher Education and International Education

Steven Glickman, Undergraduate Student; President, Student Government Association

Gay Gullickson, Professor, Department of History

April Hamilton, Associate Director, Division of Academic Affairs

Paul Hanges, Professor and Associate Chair, Department of Psychology

Sharon Harley, Associate Professor and Chair, Department of African American Studies

Luke Jensen, Director, Office of LGBT Equity

Brian Kelly, Associate Professor, School of Architecture, Planning, and Preservation

Sally Koblinsky, Assistant President and Chief of Staff; Professor, Department of Family Science

Gretchen Metzelaar, Director, Adele H. Stamp Student Union–Center for Campus Life

Elliott Morris, Undergraduate Student

Kim Nickerson, Assistant Dean, College of Behavioral and Social Sciences and School of Public Health

Olgaldia Rosas, Undergraduate Student

Larry Hajime Shinagawa, Associate Professor and Director, Asian American Studies Program

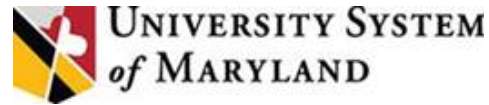
Nancy Struna, Professor and Chair, Department of American Studies

Cynthia Trombly, Director of Human Resources, University Relations

Tanner Wray, Director of Public Services, University Libraries

Ruth Zambrana, Professor, Department of Women's Studies





2017-2018

(demographic dates modified and template redistributed on 5/16/18)

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT TEMPLATE

Institution: UMCES **Date Submitted:** 7/27/18

Point(s) of Contact (names and email addresses): Lynn Rehn lrehn@umces.edu, Lisa Ross lross@umces.edu

Overall Guidelines:

- **For the 2017-2018 Programs of Cultural Diversity Annual Progress Report, complete the three sections in this template.**
- **Please submit your report to Zakiya Lee (zlee@usmd.edu) by Friday, June 29, 2018.**

Section I: Progress Report: §1 I-406 of the Education Article states that each public institution of higher education in the State shall submit a progress report regarding the institution's implementation of a plan for a program of cultural diversity. Progress on the following institutional goals should be reported:

- Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.
- Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.
- Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery.

Goals 1 and 2 will be reported in Table 1 and Table 2 below; no additional narrative is needed. Details should include strategies for implementation, metrics to measure how progress is being evaluated, indicators of success about how progress has been achieved, and areas where continuous improvement is needed for select, key initiatives and strategies. Goal 3 should be provided in a brief statement as noted below.

Guidelines for Section I:

- **Submissions for Section I (Table 1, Table 2, and Statement I) should be 10 to 12 pages.**
- **Bulleted, succinct descriptions of major initiatives and strategies are ideal.**

Section I - Table I: Reporting of Institutional Goal I

<p>Goal I: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.</p> <p>Timeline for meeting goal within the diversity plan: _____ January 2018 - _March 2018 and ongoing_____</p>			
<p>Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. HBCUs must provide information on efforts designed to diversify campus by attracting students, administrative staff, and faculty who do not identify as African American.</p> <p>UMCES UPDATE</p> <ul style="list-style-type: none"> • Implementation of PeopleAdmin tracking system for hiring and recruitments - March 2018. Includes applicant diversity tracking. • Partner with UMD to increase enrollment and diversity in MEES program. Submitted joint enhancement funding request to USM in May 2018 for fellowship funding to attract and retain students in program. • Continued participation in NOAA Living Marine Resources Cooperative Science Center. (LMRCSC) 	<p>Metrics to measure how progress of each initiative/strategy is being evaluated</p> <ul style="list-style-type: none"> • Six faculty/staff searches in progress since live implementation of new system. • Underrepresented minority student enrollments in MEES program. • \$300k in current active funding from NOAA supports student research, stipends, and tuition. 	<p>Data to demonstrate where progress has been achieved / indicators of success</p> <ul style="list-style-type: none"> • 1 search completed and resulted in minority candidate hire. • Attached student enrollment data chart. • Program has graduated over a dozen students with two students advancing to candidacy this past year. Another 10 -12 students have been co-mentored by UMCES faculty in marine science programs at partner institutions. 	<p>Areas where continuous improvement is needed</p> <ul style="list-style-type: none"> • Continued focus on procedure enhancements to attract diverse applicant pool. • Lack of funding resources. Continue to pursue private and sponsored funding opportunities. • Additional similarly targeted funding opportunities.

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Section I - Table 2: Reporting of Institutional Goal 2

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.			
Timeline for meeting goal within the diversity plan: <u>March 2018-June 2018 and ongoing</u>			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
<ul style="list-style-type: none"> • faculty and staff cultural training programs; • curricular initiatives that promote cultural diversity in the classroom; and • co-curricular programming for students. <p style="text-align: center;">UMCES UPDATE</p> <ul style="list-style-type: none"> • UMCES began its first Institutional Assessment process in July 2018. Includes a campus climate, diversity and inclusion assessment. Will include external consulting group implementation of survey and results review. Expect to complete process by November 2018. • Current plan shared with UMCES Graduate Student Council and feedback provided in form of Graduate Student Council Diversity and Inclusion Plan shared with Executive Leadership May 2017. • Ongoing pursuit of gift and grants that support cultural diversity initiatives. 	<ul style="list-style-type: none"> • Interviews and Campus Climate Survey results. • Ongoing feedback from Graduate Student representatives. • Number and \$ value of gifts and grants received. 	<ul style="list-style-type: none"> • Expected data results November 2018. • UMCES Administrative Council leadership group includes Student member beginning November 2017. • In addition to \$300k in NOAA funding to support minority student success in marine 	<ul style="list-style-type: none"> • N/A until final results completed. • Funding to assist with Student requested initiatives. • Additional similarly targeted funding opportunities.

		sciences, UMCES also obtained private funding from L'oreal in support of research mentoring activities for underrepresented community college students in STEM.	

Section I - Statement I: Reporting of Institutional Goal 3

Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery. Do not include statistics.

University of Maryland Center for Environmental Science (UMCES) is committed to providing a safe environment for faculty, staff, students, visitors, and volunteers at all its sites. UMCES provides campus security for each laboratory location by establishing a Memorandum of Understanding (MOU) with local law enforcement departments or other security entities. The crime information and data for each lab campus areas are available through the local law enforcements website.

<https://www.umces.edu/public-safety>

Section II: Institutional Plan: §1 I-406 of the Education Article states that each public institution of higher education in the State shall develop and implement a plan for a program of cultural diversity that enhances cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff at the institution of higher education. The plan should include:

- i. Implementation strategy and a timeline for meeting goals within the plan;
- ii. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations;
- iii. A description of how the institution plans to enhance cultural diversity (if improvement is needed);
- iv. A process for reporting campus-based hate crimes; and
- v. A summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally-diverse student body.

Please submit your narrative Institutional Plan for a Program of Cultural Diversity. Your institutional plan should align with the information you shared in Section I. The Plan should be in an appendix and should not be included in the 12-page maximum. **See Attached Addendum Report.**

Section III: Demographic Data: Per the request of the Board of Regents, institutions will include demographic data in each annual progress report on programs of cultural diversity. To meet this requirement, please provide separate student (Table 3), faculty (Table 4), and staff (Table 5) demographic data as indicated in the example below. These tables should be in an appendix and should not be included in the 12-page maximum. **See Attached Demographic Data Table.**



University of Maryland Center for Environmental Science

Cultural Diversity Programs and Planning

Introduction

The University of Maryland Center for Environmental Science (UMCES) operates under specific statutory mandates and a revised Mission Statement approved by the University System of Maryland (USM) Board of Regents and the Maryland Higher Education Commission in early 2012. Its statutory mandate is to “conduct a comprehensive program to develop and apply a predictive ecology for Maryland to the improvement and preservation of the physical environment through a program of research, public service, and education.” This revised mission included a path for accreditation to award joint degrees with other USM partners and to assume an expanded role in graduate and professional education. UMCES completed its accreditation review by the Middle States Commission on Higher Education and was awarded accreditation in March 2016. Through collaborations with other USM institutions, including the Maryland Sea Grant College that it administers, UMCES leads, coordinates, and catalyzes environmental research and education within the USM. The UMCES Strategic Plan, *Focus on the Future*, defines UMCES’ commitment to cultural diversity and future goals and plans through 2018. The Strategic Plan emphasizes our commitment to engage students from groups underrepresented in the environmental sciences as well as training and inspiring the nation’s next generation of environmental scientists.

The core values of UMCES as stated on page 4 of the Strategic Plan are:

- *Commitment to environmental discovery, integration, application, and education that epitomizes our institutional responsibility to serve society.*
- *Adherence to the highest standards of academic independence in the pursuit of discovery and knowledge.*
- *Engagement in translational science in partnership with scientific colleagues, other units in the USM, agencies and stakeholders.*
- *Responsiveness to the needs of colleagues, sponsors, governments, and stakeholders.*

APPALACHIAN LABORATORY CHESAPEAKE BIOLOGICAL LABORATORY HORN POINT LABORATORY
INSTITUTE OF MARINE AND ENVIRONMENTAL TECHNOLOGY MARYLAND SEA GRANT COLLEGE

AN INSTITUTION OF THE UNIVERSITY SYSTEM OF MARYLAND

- *Maintenance of an atmosphere of egalitarianism with no barriers based on status and authority, enhancing shared governance and a commitment to diversity.*

UMCES Plan to Enhance Cultural Diversity

Goal 1: Efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty

Hiring Procedures

- Enhance procedures to expand the diversity of applicant pools
- Establish procedures to document assess efforts to expand the pool of diverse applicants
- Identify resources needed to
 - Train/ help search committees recruit
 - attract diverse applicants
 - retain diverse applicants
- Implement a new system to track and assess the results of enhanced hiring practices
- **Completion Date:** *January 2018*
- **Cost:** *\$20,000 per year*

Seek to partner with other USM institutions to develop a five-year Marine Estuarine Environmental Sciences (BS/MS) program

- Seek to develop and partner with one or more USM institutions to develop a combined MEES BS/MS program targeted for underrepresented minorities. Attract underrepresented groups that at the undergraduate level who would not be able to financially consider going on to graduate school.
- **Feasibility study completion date:** Ongoing with UMD.
- **Cost:** none for study. Up to 40,000 per year for program implementation.

Engage students from underrepresented groups in UMCES environmental sciences programs.

- Sustained participation in the Living Marine Resources Cooperative Science Center, a minority training partnership supported by the National Oceanic and Atmospheric Administration (NOAA).
- **Timeline:** Ongoing
- **Cost:** No additional cost

Goal 2: Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.

Administrative Coordination and Accountability

- Develop and implement annual reporting to the campus community on the state of the cultural diversity effort.
- Develop and conduct a Campus Climate Survey to establish baseline for assessment
- **Completion Date:** *November 2018 (update with first progress report to USM).*
- **No Cost**

Complete an assessment of Marine Estuarine Environmental Science (MEES) program courses

- Assess how and if the Marine Estuarine Environmental Science (MEES) courses are meeting the general education goals of
 - Interpersonal Communication – Acquiring abilities to relate to and work effectively with diverse groups of people
 - Social Responsibility – Tolerance and respect for diverse groups of people and a disposition toward responsible citizenship and a connection to the community
- **Completion Date:** *December 2018 (necessary for Middle States accreditation review).*
- **No Additional Cost**

Student Organizations

- Copies of this plan will be shared with the UMCES Graduate Student Council organization. They will be asked to review the documents and to provide feedback on plans for cultural diversity.
- Planned program events to expose students to artistic expression and intellectual perspective representing diverse cultures
- **Timeline:** *Ongoing*
- **No Additional Cost**

Faculty and Administrative and Support Staff Development

- Explain to new faculty and staff the importance of cultural diversity to the mission of the University and related challenges and opportunities in the classroom during new faculty and staff orientation programs.
- Copies of plan will be shared with the UMCES Staff Council for review, feedback and new diversity initiative ideas.
- **Timeline:** *Ongoing*
- **Cost:** **No additional Cost**

Alumni Programs

- Determine ways to engage alumni in the cultural diversity initiative.
- Design an alumni survey to assist with understanding the perceptions and interests of minority groups among its alumni and share this information with the campus community
- **Timeline:** *December 2018*
- **No Additional Cost**

Designated gifts & grants that support cultural diversity

- **Timeline:** *Ongoing*
- **No Additional Cost**

Goal 3: Efforts and process for the reporting of hate-based crimes consistent with federal requirements.

Administrative Coordination and Accountability

- Develop and implement policy, process, and procedure with local police organizations where UMCES campuses are located for the reporting of hate-based crimes.
- **Completion Date:** December 2017
- **No Cost**

Conclusion

In summary, UMCES has made great strides in defining its commitment to cultural diversity for students, faculty, and staff through our accreditation process and strategic planning. Our goals, outlined in this plan, will take us through the next level of implementing initiatives and programs to improve cultural diversity on our campuses. Outreach and training will continue throughout the next year to assess and monitor our progress in this area.

Committee on Education Policy and Student Life - Public Session

Term	2008 - 2009				2010 - 2011				2016 - 2017				2017 - 2018			
	Female N	Male N	Total N	%	Female N	Male N	Total N	%	Female N	Male N	Total N	%	Female N	Male N	Total N	%
African America/Black	2	1	3	0%	1	1	2	3%	2	1	3	5%	1	1	2	4%
American Indian or Alaska Native	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%
Asian	3	6	9	16%	3	5	8	13%	2	0	2	4%	5	2	7	13%
Hispanic/Latino	1	0	1	2%	0	0	0	0%	0	0	0	0%	2	1	3	5%
White	23	17	40	73%	30	20	50	79%	28	14	42	76%	21	10	31	56%
Native American or other Pacific Islander	0	0	0	0%	0	0	0	0%	1	0	1	2%	0	0	0	0%
Two or more races	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%
Did not self identify	1	1	2	4%	2	1	3	5%	2	5	7	13%	7	5	12	22%
Total	30	25	55	95%	36	27	63	100%	35	20	55	100%	36	19	55	100%

Term	2008 - 2009				2010 - 2011				2016 - 2017				2017 - 2018			
	Female N	Male N	Total N	%	Female N	Male N	Total N	%	Female N	Male N	Total N	%	Female N	Male N	Total N	%
African America/Black	3	0	3	2%	1	0	1	1%	1	0	1	1%	1	0	1	1%
American Indian or Alaska Native	0	0	0	0%	0	0	0	0%	1	0	1	1%	0	0	0	0%
Asian	1	5	6	4%	4	9	13	9%	5	9	14	9%	5	12	17	11%
Hispanic/Latino	0	0	0	0%	0	0	0	0%	0	0	0	0%	1	0	1	1%
White	73	76	149	94%	76	61	137	91%	60	60	120	81%	59	62	121	79%
Native American or other Pacific Islander	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%
Two or more races	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%
Did not self identify	0	0	0	0%	0	0	0	0%	6	7	13	9%	6	7	13	8%
Total	77	81	158	100%	81	70	151	100%	73	76	149	100%	72	81	153	100%

Term	2008 - 2009				2010 - 2011				2016 - 2017				2017 - 2018			
	Female N	Male N	Total N	%	Female N	Male N	Total N	%	Female N	Male N	Total N	%	Female N	Male N	Total N	%
African America/Black	8	3	11	11%	8	4	12	12%	6	3	9	8%	2	1	3	3%
American Indian or Alaska Native	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%
Asian	0	4	4	4%	1	5	6	6%	0	2	2	2%	0	2	2	2%
Hispanic/Latino	0	0	0	0%	0	0	0	0%	1	1	2	2%	1	1	2	2%
White	45	37	82	83%	46	38	84	82%	47	47	94	84%	29	54	83	90%
Native American or other Pacific Islander	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%
Two or more races	0	0	0	0%	0	0	0	0%	0	3	3	3%	0	1	1	1%
Did not self identify	1	1	2	2%	0	0	0	0%	1	1	2	2%	1	1	1	1%
Total	54	45	99	100%	55	47	102	100%	55	57	112	100%	33	59	92	100%



INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

Institution: University of Maryland Eastern Shore

Date Submitted: June 29, 2018

Point(s) of Contact (names and email addresses): Dr. Kimberly D. Whitehead

kdwhitehead@umes.edu

Section I: Progress Report

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.

Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery.

Table I: Reporting of Institutional Goal I

<p>Goal I: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty. Aligns with UMES goals 2: Student access and opportunity and 3: Diverse faculty and staff Timeline for meeting goal within the diversity plan: 1 year, reviewed annually</p>			
<p>Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. HBCUs must provide information on efforts designed to diversify campus by attracting students, administrative staff, and faculty who do not identify as African American.</p>	<p>Metrics to measure how progress of each initiative/strategy is being evaluated</p>	<p>Data to demonstrate where progress has been achieved / indicators of success</p>	<p>Areas where continuous improvement is needed</p>
<p>The recruitment team attends recruitment events designed for targeted diverse student populations such as the annual National Hispanic College Fairs.</p>	<p>Number of total applications Number of recruitment events attended</p>	<p>5,074 total applications received 120 events and spent 469.5 hours recruiting prospective students.</p>	<p>Scholarships to support transfer students and first-time students; better collaboration with community colleges; continue to build better relationships with local</p>

<p>Increase the number of MOUs with community colleges</p> <p>The recruitment team continues to saturate Maryland public and private schools with various diverse student populations.</p>	<p>Number of transfer student applications</p> <p>Number of transfer student scholarships awarded</p> <p>Number of first-time student applications and scholarship offers.</p>	<p>112 scholarships offered to transfer students; 25 scholarships accepted</p>	<p>schools; we need to expand our recruitment territory outside of Maryland</p>
<p>Recruit and hire diverse staff and student leaders in the Center for Access and Academic Success</p>	<p>50% of the staff and students that do not identify as African American.</p>	<p>56% of the staff and 67% of student leaders are <u>not</u> African-American</p>	<p>Increase the number of international students from Spanish speaking countries.</p>
<p>The School of Agriculture & Natural Sciences' (SANS) recruitment and hiring practices are in compliance with UMES's policy on non-discrimination. Positions are advertised through a variety of outlets to attract diverse applicants.</p> <p>Establish agreements and MOUs with community colleges in the region and the state to increase the enrollment of traditionally underrepresented students.</p>	<p>Diversity of hiring pool.</p> <p>Number of articulation agreements signed or in progress.</p>	<p>In filling 4 positions in SANS: 1 African American female, 1 female and 1 male of Asian origin and 1 Caucasian male were hired for fall 2018.</p> <p>The department signed one agreement with Chesapeake College in 2017</p> <p>Updating articulation agreements with community colleges.</p>	<p>Current strategies should be maintained.</p> <p>Scholarships to support transfer students;</p> <p>Increased outreach to community colleges.</p>
<p>Strengthening linkages with regional middle and high schools to develop a diverse pipeline of students into our programs. Strengthened and grew linkages through establishment of Junior MANRRS chapters at high schools and established a Maryland World Food Prize Maryland Youth Institute for high school students.</p>	<p>Number of students participating in the programs and matriculating to UMES.</p>	<p>50 High School students participated in the World Food Prize Maryland Youth Institute</p> <p>100 students participated in the MANRRS Youth Leadership Institute</p>	<p>Strengthening linkages with high schools, especially high school counselors.</p>
<p>Create a partnership with the Academy of Finance that will lead to an MOU to give high school students up to 6 credits when they enter UMES.</p>	<p>MOU and actual recruited students.</p>	<p>Five students enrolled</p>	<p>Complete the MOUs with 16 Academy of Finance programs.</p>
<p>Develop more dual enrollment programs with high schools in Maryland</p>	<p>MOUs and actual recruited students</p>	<p>Three dual enrollment agreements exist with Worcester County; two additional agreements are in</p>	<p>Complete MOUs and develop relationships with MD High Schools.</p>

		progress Prince George and Hartford County schools.	
<p>Recruitment, Retention and Success of Engineering Students through outreach, recruitment, and retention efforts.</p> <p>Support 40 students to the career fair hosted at the BEYA conference.</p> <p>The aviation team continues to engage in outreach program to advertise the flight instruction program at UMES.</p> <p>The number of graduates who were eligible for graduation has also increased significantly.</p> <p>Utilizing Scholarships and assistantships for engineering and aviation students to support student degree matriculation and graduation.</p>	<p>Engineering Enrollment Data and the rate of increase</p> <p>The number of full time employment offers or internships from major corporations</p> <p>The number of enrolled students in the professional pilot program has increased significantly compared with Year 2017.</p> <p>The number of graduates who applied for graduation.</p> <p>Number of students(including females and international students) received scholarships and assistantships</p>	<p>Engineering enrollment as of fall 2018 is 154, an ~ 9% increase on average in the past five years.</p> <p>In 2018, 5 of our graduates received full-time employment offers with, avg starting salary - \$65,000 - \$70,000.</p> <p>In 2017-2018 academic year, 17 students enrolled in the professional pilot concentration, compared with 7 students in previous year.</p> <p>7 students received the BS degree in engineering 2017-2018 academic year.</p> <p>10 scholarships awarded</p>	<p>More recruitment effort to high schools and community colleges.</p> <p>Continue to develop collaborations with industry partners</p> <p>Continue to advertise the aviation program to reach out to students</p> <p>Enhance policies to ensure four-year to six-year graduation.</p> <p>Continue to provide scholarship and assistantships.</p>
<p>PGA Golf Management Career Day held once each semester to attract underrepresented students.</p> <p>The PGA Junior Tour, and community golf programs.</p> <p>UMES-First Tee Tour in conjunction with The National First Tee will target traditionally underrepresented students.</p> <p>Developed a partnership with Caves Valley Golf Club Foundation that awards a minority freshman with a full-ride scholarship each semester.</p>	<p>Acceptance rates into program following participation</p> <p>Acceptance rates into program following participation</p> <p>Acceptance rates into program following participation</p> <p>4 Caves Valley Scholars with a 5th joining in Fall 2018</p>	<p>Twenty-two (40%) participants enrolled in the PGA Golf Management Program. 59% participants from traditionally underrepresented groups.</p> <p>This program kicked-off in the Spring of 2018.</p> <p>Our first Caves Valley Scholar will graduate in December 2018.</p>	<p>More potential students register for the event than actually attend.</p> <p>Data collection for evaluation.</p> <p>Continue to garner additional support for scholarships.</p>

<p>The HTM Program Director at Shady Grove coordinates classroom visits by community colleges.</p> <p>The USG and UMES HTM has a MOU with Montgomery College (MC) for the specific transfer access program called “Hawkline”.</p> <p>National Society of Minorities in Hospitality NSMH, students have an opportunity to travel to regional and national conferences.</p>	<p>Acceptance rates into program following participation</p> <p>The number of transfer students and the acceptance into UMES</p> <p>Retention and academic success</p>	<p>Student enrollment and transfer from community colleges</p> <p>Student enrollment and transfer from MC</p> <p>Student enrollment and transfer from community colleges</p> <p>HTM student population more ethnically diverse, 2011 to 2016.</p>	<p>Additional support for recruitment efforts</p> <p>Need better tracking and monitoring of student origins</p> <p>Data collection.</p> <p>Continue to encourage student participation with industry</p>
<p>Developed articulation agreements for technology related programs for guaranteed transfer of credits from community colleges across Maryland to UMES.</p>	<p>Number of Articulations</p>	<p>Construction Management Technology: 4 Engineering Technology: 3 Technology and Engineering Education: 3</p>	<p>Create articulations with more community colleges, Maryland State Department of Education</p>
<p>Master’s degree program in Career and Technology Education and new CTE certificate programs in Baltimore to increase the enrollment of underrepresented students.</p> <p>Recruitment, Retention and Success of CTE Students Through significant outreach, recruitment, and retention efforts over the past several years, we have increased enrollments of students in the graduate CTED program and the non-degree PTE and WBL course pathways.</p>	<p>Graduate CTED student advisees by ethnicity</p> <p>Enrollment Data and the rate of increase</p>	<p>62 CTED advisees: Black: 22/62 (35.5%), Hispanic: 6/62 (9.6%), Hindi Indian: 1/62 (1.6%), and White 33/62 (53.2%).</p> <p>Number of students almost doubled since 2016. With the percent of non-white students flat, the actual number of non-white graduate students has doubled in last two years.</p>	<p>Funding for travel to professional development sites,</p> <p>Increase professional development workshops offerings across the state - Prince George’s County, Baltimore City and Baltimore County.</p>
<p>Established an MOU with Eastern Shore Community College (ESCC) in Melfa, Virginia to attract students to the English B.A. program.</p>	<p>Established MOU with regional community college.</p>	<p>One new MOU with ESCC was signed in 2016.</p>	<p>Additional scholarships need to be developed to attract transfer students.</p>
<p>Targeted high schools with populations of traditionally underrepresented students to do recruitment efforts for Fine Arts</p>	<p>Faculty visited high schools</p>	<p>Schools were visited in person or contacted by phone and email.</p>	<p>Data to track student origins.</p>
<p><u>School of Pharmacy & Health Professions</u> Recruit – Faculty Advertise on websites that are frequented by underrepresented (UR) groups Leverage network of existing faculty</p>	<p>Number of offers made to UR faculty Number of offers accepted by UR faculty</p>	<p>Pharmacy – 79% UR faculty Physical Therapy – 11% UR faculty Kinesiology – 80% UR faculty Rehabilitation – 71% UR faculty</p>	<p>Physical Therapy program</p>

Recruit – Staff Advertise on websites that are frequented by UR groups Leverage network of existing faculty	Number of offers made to UR staff Number of offers accepted by UR staff	Pharmacy – 75% UR staff Physical Therapy – 80% UR staff Kinesiology – 0% UR staff Rehabilitation – 0% UR staff	
Recruit – Students Presentations at pre-health professions clubs College Career Fairs Open Houses Articulation Agreements with colleges/universities with UR groups	Number of offers made Number of offers accepted Number of students enrolled in the program	Pharmacy – > 85% UR students Physical Therapy – 15% UR students Kinesiology – > 80% UR students Rehabilitation – > 85% UR students	Physical Therapy program
Retain – Faculty Mentor programs Professional development Sunshine committee	Attrition rate Retention rate	We have lost 3 UR faculty across all programs since July 2015	
Retain – Staff Professional development Sunshine committee	Attrition rate Retention rate	We have lost three UR staff across all programs since July 2015	
Retain – Students Academic and non-academic support Faculty mentors Peer tutors	Attrition rate Retention rate	The School has a 85% retention rate across all programs	
Establish marketing efforts to recruit graduate students who do not identify as African American.	Identify targets of marketing campaigns	Increase in number of enrolled graduate students who do not identify as African-American	Graduate assistant funding
Acquire and sustain informational resources that assist in the retention efforts and provide instructional support for students, faculty and staff.	134 databases and has access to informational resources worldwide.	User statistics reveal active usage of library resources.	Increased budget to consistently build collection.
Establish honors-to-honors articulation agreements with community colleges to increase the participation in Honors of traditionally underrepresented students.	Number of agreements and MOUs signed	1 – complete (Montgomery County) 1 – under review (Harford CC)	Stronger yield to UMES of students from 2-year institutions with honors-to-honors MOUs
Targeted recruitment efforts in minority-serving high schools and at regional college fairs with proportionately high minority populations.	Number of schools / recruitment fairs visited to promote honors and UMES to minority students.	20- Schools/College Fairs 83.3% (n=60 of 72)	Continue to expand the area in which we recruit to include greater numbers of “feeder” schools with high

	Percentage of Honors Program applicants who identify as non-white.		concentrations of diverse students.
<p>Positions are advertised nationally and internationally and designed to produce a diverse applicant pool.</p> <p>We also promote diversity in our search and screening process to ensure a process that is reflective of the diversity we seek.</p>	<p>The Office of Institutional Research Planning and Assessment produce data annually.</p>	<p>We are showing excellent results in our Faculty diversity efforts with the following percentages: African American – 35.5% Caucasian – 40.6% Asian – 12.6% Hispanic – 3.5% American Indian - 0.6% Foreign and Other – 7.2%</p> <p>Our staff numbers are currently 74% African American which is slightly lower than last year.</p>	<p>We will continue our diversity recruitment efforts especially as regards those who do not identify as African American.</p>
<p>Provide students with on and off campus experiences and opportunities to develop and enhance their personal philosophy of leadership through community outreach, personal development workshops and conferences</p>	<p>Each participating student has his/her participation and hours logged.</p>	<p>300 students have participated in 2,087 hours of community service and personal development opportunities throughout the year.</p>	<p>We will look to continue to provide meaningful opportunities for students, staff and faculty.</p>
<p>Created an end of the semester program within the freshmen male communities called “Go Home Mon.: This program included a cookout (sponsored by the students within the community) which featured Caribbean cuisine, music, and dance</p>	<p>Number of attendees</p>	<p>76 attendees</p>	<p>Scholarships to promote retaining young African-American men</p>

Table 2: Reporting of Institutional Goal 2

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.			
Aligns with UMES goal 1. Climate for living, learning and working.			
Timeline for meeting goal within the diversity plan: 1 year, reviewed annually			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
<ul style="list-style-type: none"> • faculty and staff cultural training programs; • curricular initiatives that promote cultural diversity in the classroom; and • co-curricular programming for students. 			
The Hawk Ambassador Program welcomes student volunteers from all diverse backgrounds to interact with incoming students.	Diverse recruiting staff	1 new counselor to the admissions team	Continue to ensure diverse candidate pool
Hosted a Multicultural Student Appreciation Luncheon to celebrate the diversity and promote cultural awareness among the students and members of our staff.	The attendance rate and interaction at the CAAS Multicultural Student Appreciation Luncheon.	91% attendance of students and staff	Develop specific programming aimed at cultural diversity as well as embed it strategically in our programs and outreach.
<p>Infusion of multicultural or diversity themes.</p> <p><u>HUEC 230 – Multicultural Perspectives</u>: This course promotes cultural awareness.</p> <p>HUEC 463 – Food, Clothing and Culture. This course further infuses diversity awareness in the curriculum.</p>	An assessment instrument has been developed to assess HUEC 463.	Assessment in spring 2018 indicated that students met or exceeded the standard on the assessment.	Sustain current efforts.
Curricular development that promotes Cultural Diversity in the Classroom – In the Engineering Seminar class for seniors (ENGE 475), and the freshmen engineering design course (ENGE 150).	The number of engineering courses that are utilized to assess cultural diversity in engineering design	2	Continue to develop curriculum to promote cultural diversity and awareness in classroom
Encourage Study Abroad participation	Number of students who participate in global activities	4 BMA majors participated in service abroad projects	Promote and improve tracking of student activities
Encourage and motivate students, faculty and staff to participate the international events on campus.	Number of international events on campus	No data reported	Collect attendance data and monitor student participation.

Engineering Cultural Affairs among faculty events.	The number of cultural awareness event among faculty and staff	1	Continue to organize and host cultural awareness event in department.
Engineering Departmental Student-Faculty Forum in Spring 2018.	The number of student-faculty forum organized	1	Continue to promote cultural awareness in education and advising.
<p>PGA Golf Management Speaker Series utilizing 5 key aspects of role modelling which underpin the learning process (Spouse 1996) Befriending, Planning, Collaborating, Coaching and Reflecting.</p> <p>Shadowing or Kinesthetic Learning allows the student to carry out physical activities rather than listening to a lecture or to reinforce lectures.</p> <p>PGA Golf Management engages current students in community service projects geared toward exposing underrepresented youth to the game of golf and careers in golf.</p>	<p>Student engagement, post speaker student questionnaire and testing</p> <p>Student engagement, skill assessments and internship placement</p> <p>Student engagement and learning</p>	<p>Positive feedback and enthusiasm from students as well as positive test scores</p> <p>100% engagement, positive skill assessments and 100% internship placement</p> <p>100% engagement, positive feedback and enthusiasm from students as well as positive test scores</p>	<p>Continue to seek dynamic, culturally diverse speakers</p> <p>Continue to look for ways to employ shadowing and kinesthetic learning to create positive interactions and cultural awareness</p> <p>Continue to work with national programs to increase</p>
<p>Mathematics and Computer Science Club that provides activities that creates awareness of historical, cultural and milestones in mathematics and computer sciences.</p> <p>Faculty host holiday celebrations in which they share food and personal cultural highlights. This provides a sense of pride and sharing among faculty with diverse origins.</p> <p>Mathematics Competition for area high school juniors.</p> <p>The Department re-chartered the Delta chapter of the Association for Computing Machinery (ACM)</p>	<p>Number of students participating in the monthly club meetings.</p> <p>Number of capstone projects generated from club activities</p> <p>Number of expository or research projects generated from club activities.</p> <p>Number of faculty participating in the holiday celebrations.</p>	<p>a. Student Satisfaction Surveys suggesting that the club activities were beneficial to understanding the wide range of outlets and impacts in mathematics and computer science.</p> <p>b. Faculty mention during faculty meetings and faculty/chair evaluations that activities that bring them together to understand one another assists them in working better on other professional curriculum and research projects.</p>	<p>More funding to take students and faculty on trips to NIST, NSA, NASA, etc. to expose students to mathematics and computer science expertise in industrial.</p> <p>Data needs to be collected for all measures listed.</p>
English & Modern Languages developed co-curricular activities, such as attending local theater or visiting the monthly art exhibit in the Mosely	Number of courses requiring participation in co-curricular events.	Ten (10) reflects the number of classes.	Continue to promote attendance at co-curricular events to promote cultural

Gallery to expose students to diverse cultural art forms.			diversity and awareness in classroom
Monthly faculty-student socials	Attendance data	20-30 attendees each month	
Developed programming to encourage diverse graduate student networking and interdisciplinary research.	The number of activities held during the semester	2	More efforts to recruit students for networking.
The Frederick Douglass Library supports the International Programs area by providing displays of international authors. The recent renovations in library provides an environment that promotes individual and collaborative workspaces that are designed to engage diverse learning.	Request for use of displayed titles Active floor counts	The displays are changed as requested to promote the diversity initiative. Consistent usage of study areas when students and faculty can transform the arrangement to meet their need.	Continue to develop activities to promote cultural diversity and awareness in the library by hosting: <ul style="list-style-type: none"> • Lunch and Learn Series • Meet the cultures around you activities
Center for International Education <ol style="list-style-type: none"> 1. Ethnic festival: Celebrated during International Education week 2. Spring Fest participation to foster international awareness. 3. Exhibitions and cultural shows and International Flag Parades. 4. Panel discussions involving faculty, staff, and students. 5. Promotion of study abroad through classroom visits, global ambassador activities, and email distribution 6. Developing a formalized international education comprehensive 7. Faculty and staff international cuisine activity (Taste of UMES) 8. Peace Corps Prep Program (PCPP) launch on April 26, 2018. 9. Establishment of faculty-led abroad collaborations 	Listed activities are accomplished through activity plans that include collaboration with campus units to establish and implement the activities.	Annual activity monitoring reports Over 140 students have been advised for study abroad related questions in the last year. Six students participated in study abroad programs (Brazil, Spain, Costa Rica and Estonia). Twenty multi-discipline students participated in international service learning trip, January 2018 to Dominican Republic. This represents a 33% increase. A faculty-led spring break 2019 trip is being planned for Volterra, Italy.	Resources to implement activities (refreshments, cultural performances), not covered under current funding structure. Study abroad scholarships to support travel abroad (passports, tickets, immunization).
<u>The Richard A. Henson Honors Program</u> Curricular Initiatives that Promote Cultural Diversity in the Classroom: HONR 101 Freshman Seminar (Selves	Percentage of first-time, full-time honors students enrolled in HONR 101.	93.3% during AY 2016-17. N = 28 (Fall 2017) of 30 incoming FTFT students enrolled in and completed the course.	Expand the number of sections this course is offered/annum as the program grows.

<p>& Others) is a required course in the honors Program of Study.</p> <p>Curricular Initiatives that promote cultural diversity in the classroom – the HONR 301 Junior Seminar (Global Problems, Local Solutions</p>	<p>The number of students enrolled in HONR 301 / participating in credit-bearing international service/study programs.</p>	<p>N = 17 (Spring 2018), all of whom completed HONR 301 and a study/service program abroad.</p>	<p>Develop similar programs in other international sites (Italy; Morocco; China)</p>
<p>Co-Curricular Programming: International Service Learning Showcase</p>	<p>Attendance at our annual, public event showcasing the results of study and service abroad programs</p>	<p>N = 24 (Spring 2018), including multiple students who traveled to various locales (Greece; UK; China; Dominican Republic; Spain) and campus community.</p>	<p>Promote this event more broadly to ensure stronger participation, especially among faculty/staff.</p>
<p>During the month of February an activity is planned for Black History Month</p>	<p>The number of culturally diverse activities incorporated into student programming</p>	<p>1-2 cultural awareness activities/programs to promote cultural awareness</p>	<p>Development of programming to increase awareness of cultural diversity.</p>
<p>The Office Of Human Resources sponsors a number of programs designed to improve campus climate and encourage cultural diversity.</p>	<p>Number of employees who attend various programming and obtain feedback regarding the program and its effectiveness.</p>	<p>Attendance data.</p>	<p>Continue to assess campus climate and seek input on the type of programming that is needed to reach the desired goals.</p>
<p>Conduct course development activities to introduce faculty to the concept of high impact practices (HIPs) and service learning and encourage them to incorporate these concepts into their curriculum and teaching strategies</p>	<p>Improvements in faculty knowledge regarding HIPs and effective strategies for incorporating HIPs into academic courses.</p>	<p>Presented to 18 First Year Experience (FYE) instructors</p> <p>100 students attended the Freshmen Service Learning Assembly</p>	<p>Continue to educate students, staff and faculty about the importance of High Impact practices and service learning.</p>

Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery. Do not include statistics.

The University provides a number of ways to report crimes and serious incidents and emergencies. All members of the campus community should take an active role in reporting criminal activities or emergencies occurring on campus. It is critical for the safety of the community that individuals report all crimes and other incidents immediately so that the University Police can investigate the situation as soon as possible and can determine if a timely warning or emergency notification to the community, or a portion thereof, is required.

REPORTING CRIMES TO THE UNIVERSITY POLICE

The University strongly encourage all members of its community to report all crimes and other emergencies to the UMES Police in a timely manner. Police Officers are on duty 24 hours a day, 365 days a year.

The emergency telephone number to the University Police Communications Center is 410- 651-2300/3300.

Somerset County Emergency Services for Fire, Ambulance, or the Princess Anne Police Department for an emergency can be reached at 9-911. The non-emergency telephone number to the Police Department is 410-651-6590. The “Tip line” telephone number to report information anonymously is 410-651-8484. The TDD (Telecommunications Device for the Deaf) telephone number is 410-621-2552.

All reports may be made in person at the Police Department, which is located at the Department of Public Safety, 30737 University Blvd South, Princess Anne, MD. 21853. Although there are many resources available, University Police should be notified of any crime, whether or not an investigation continues, to assure the University can address any and all security concerns and inform the community if there is a significant threat.

For crimes occurring off-campus but within the boundaries of the city of Princess Anne, Md., contact the Princess Anne Police Department at **410-651-1822**. For crimes occurring within the boundaries of Somerset County contact the Somerset County Sheriff’s Department at **410-6519225** or the Maryland State Police, Princess Anne Barrack at **410-651-3101**.

Voluntary Confidential Reporting-Silent Watch Program

The UMES Police Department encourages anyone who is the victim of, or witness to, any crime to promptly report the incident to the police. Police reports are public records under Maryland Law, so the UMES Police Department cannot hold reports of crime in confidence. You can make an anonymous report to the UMES Police Department and your name will not be revealed, but the report will not be confidential. To make an anonymous report, we encourage visiting the UMES Police Department website, www.umes.edu/Police, to access anonymous crime reporting under the Silent Watch Program. **THIS FORM IS STRICTLY CONFIDENTIAL**. There is also a UMES Police Department anonymous crime reporting Tip-line at **410-651-8484 (ext. 8484 if on campus.)** From a mobile device text: UMES TIP to 50911.

REPORTING CRIMES TO OTHER CAMPUS SECURITY AUTHORITIES

While the University prefers that community members promptly report all crimes and other emergencies directly to the UMES Police at **410-651-3300**, we also recognize that some may prefer to report to other individuals or University offices. The Clery Act recognizes certain University officials and offices as Campus Security Authorities. The Act defines these individuals as an “official of an institution who has significant responsibility for student and campus activities, including, but not limited to, student housing, student discipline, and campus judicial proceedings. An official is defined as any person who has the authority and the duty to take action or respond to particular issues on behalf of the institution.” Ms. Neema Conner – Associate Director of Athletics for Compliance.

Pastoral and Professional Counselors

According to the Clery Act, pastoral and professional counselors who are appropriately credentialed and hired by University of Maryland Eastern Shore to serve in a counseling role are not considered Campus Security Authorities when they are acting in a counseling role. As a matter of policy, the University encourages pastoral and professional counselors to notify those whom they are counseling of the voluntary, confidential options available to them.

APPENDIX

Section II: Institutional Plan

Implementation Strategy and Timeline

The University of Maryland Eastern Shore implemented its Cultural Diversity Plan in 2009. The plan is composed primarily of three major goals with sub-goals and key strategies that align to each goal. The goals are reviewed and data on the numerical representation of faculty, staff and students as well as the variety of strategies to ensure engagement opportunities and interactions that support and promote cultural diversity are reported annually. In the 2009 plan, UMES established a 1-year target date for implementation of the major goals and identified strategy leaders for high accountability and to reinforce its commitment to cultural diversity.

Description of how UMES addresses cultural diversity among its students, faculty and staff populations.

The University of Maryland Eastern Shore (UMES) encourages, values and supports cultural diversity. This commitment is evident in the diversity of the student population and the opportunities for cultural engagement and focused initiatives to support diversity and inclusion. UMES established core value to demonstrate and affirm its commitment to diversity. The core value is provided below:

“Appreciating diversity in its student body, faculty, staff and administration through commitment to tolerance, freedom of expression, and celebration of cultures.”

UMES uses three major goals for improving cultural diversity among its students, faculty and staff populations. The following are the major goals of the current UMES Cultural Diversity Plan:

GOAL 1: *Climate for Living, Learning and Working:* The University of Maryland Eastern Shore is committed to fostering a campus environment of inclusion, knowledge and understanding in which faculty, staff and students learn to value diversity and to respect the individual differences that enrich the University community.

GOAL 2: *Student Access and Opportunity:* The University of Maryland Eastern Shore is committed to ensuring equal access and opportunity for high quality education at the University of Maryland Eastern Shore (UMES) for all non-African-American students.

GOAL 3: *Diverse Faculty and Staff:* The University of Maryland Eastern Shore is committed to building and maintaining a diverse community of faculty and staff that reflects a broad range of racial/ethnic groups, cultures, and perspectives.

UMES continues focus on providing a campus environment conducive for optimal productivity and engagement for students, faculty, staff and administrators through the promotion of its ICARE core values (“integrity, commitment, accountability, respect and excellence) and the Hawkspitality initiative. Members of the campus community continue to improve the campus climate by reviewing and responding to written comments in strategically placed lockboxes, promoting excellent customer across campus and providing opportunities for campus collaboration and fellowship through cultural awareness activities, professional development and student development and increased social and cultural exchange.

UMES is a diverse campus and 27% (2016) and ~28% (2017) of the student population identified as non-African-American. Table 1 outlines specific strategies to accomplish a diverse campus population. Some of those strategies are designed to attract more students from the Eastern Shore region. To that end, the university has recently increased the diversity of its admission and recruitment staff and created an advisory group composed of high school guidance counselors from the region.

Description of how UMES plans to enhance cultural diversity

UMES is currently at the end of its strategic planning process and has incorporated a goal specific to equity, inclusion and diversity. The implementation and execution of this goal will drive the revision of the original 2009 cultural diversity plan. Over the course of the past few years, the demographics of the campus community has changed as well as racial ethnicity and gender composition in both undergraduate and graduate programs. Given these changes, it is imperative that the institution revisit its original goals to better align them with current demographic data.

In addition to the realignment of goals using 2018 baseline data, the institution will engage in a deeper focus on developing systematic and comprehensive programming for diversity and cultural competence training, promote cultural and international awareness and develop specific strategies and initiatives for enhanced inclusivity of all university stakeholder groups. As expressed in the mission statement, “UMES provides individuals, including first generation college students, access to a holistic learning environment that fosters multicultural diversity, academic success, and intellectual and social growth”.

Process for reporting hate based crimes

The University encourages a number of mechanisms to report crimes and serious incidents and emergencies. It is the expectation that all members of the campus community take an active role in reporting criminal activities. The UMES Police Department encourages victims of, or witnesses to crime to promptly report the incident to the Police. A report to the police can empower the complainant by exercising her/his legal rights and can aid in the protection of others. UMES staff will encourage the complainant to promptly file a police report and will assist the complainant in notifying the police if requested. The police will then advise the complainant of the investigative and legal process:

- Investigations of on-campus cases are conducted by the UMES Police Department.
- Investigations of off-campus cases are usually conducted by the Princess Anne Police Department or other law enforcement agency where the incident occurred.

Complaints of Hate or Bias incidents may be reported to the Director of Public Safety if a crime has been committed and/or Equity Compliance Officer if the incident is not of a criminal nature.

Summary of Resources

CATEGORY/ITEM	FUNDING NEEDED
Diversity Coordinator	\$ 99,750 (includes fringe benefits)
Undergraduate Minority Recruiter	\$ 73,150 (includes fringe benefits)
Graduate Recruiter	\$ 73,150 (includes fringe benefits)
Scholarship Funds	\$ 300,000
Professional Development and Training	\$ 100,000
Office Supplies	\$ 15,000
Information Technology Equipment	\$ 10,000
Travel (domestic and international)	\$ 50,000
TOTAL	\$ 721,050

Section III: Demographic Data

UNIVERSITY OF MARYLAND EASTERN SHORE

Institutional Program of Cultural Diversity Progress Report Data
Academic Year 2008-2009 thru 2017-2018**Table 3: UMES Student Enrollment* Fall 2008-Fall 2017 by Race/Ethnicity**

Race /Ethnicity	2008-2009				2010-2011				2016-2017				2017-2018			
	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	3,314	80.6%	1,234	2,080	3,340	76.9%	1,348	1,992	2,738	72.6%	1,184	1,554	2,433	72.4%	1,052	1,381
American Indian or Alaskan Native	10	0.2%	3	7	18	0.4%	7	11	9	0.2%	7	2	8	0.2%	7	1
Asian	60	1.5%	36	24	90	2.1%	36	54	47	1.2%	23	24	43	1.3%	24	19
Hispanic/Latino	53	1.3%	26	27	100	2.3%	36	64	113	3.0%	57	56	126	3.7%	61	65
White	502	12.2%	224	278	627	14.4%	301	326	510	13.5%	252	258	428	12.7%	223	205
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	3	0.1%	2	1	1	0.0%	0	1	2	0.1%	1	1
Two or More Races	NA	NA	NA	NA	39	0.9%	14	25	336	8.9%	133	203	308	9.2%	109	199
Did Not Self-Identify	171	4.2%	74	97	128	2.9%	57	71	15	0.4%	8	7	13	0.4%	3	10
Total	4,110	100.0%	1,597	2,513	4,345	100.0%	1,801	2,544	3,769	100.0%	1,664	2,105	3,361	100.0%	1,480	1,881

*Foreign students are not included

Table 4: UMES Faculty* Fall 2008-Fall 2017 by Race/Ethnicity

Race /Ethnicity	2008-2009				2010-2011				2016-2017				2017-2018			
	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	119	38.6%	60	59	123	37.4%	61	62	121	37.6%	62	59	113	37.3%	56	57
American Indian or Alaskan Native	2	0.6%	1	1	3	0.9%	1	2	2	0.6%	1	1	2	0.7%	1	1
Asian	29	9.4%	18	11	25	7.6%	14	11	43	13.4%	26	17	40	13.2%	25	15
Hispanic/Latino	6	1.9%	3	3	8	2.4%	4	4	10	3.1%	5	5	11	3.6%	6	5
White	149	48.4%	78	71	162	49.2%	84	78	137	42.5%	69	68	129	42.6%	59	70
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	0	0.0%	0	0	1	0.3%	1	0	2	0.7%	2	0
Two or More Races	NA	NA	NA	NA	3	0.9%	2	1	5	1.6%	2	3	4	1.3%	2	2
Did Not Self-Identify	3	1.0%	1	2	5	1.5%	2	3	3	0.9%	2	1	2	0.7%	1	1
Total	308	100.0%	161	147	329	100.0%	168	161	322	100.0%	168	154	303	100.0%	152	151

*Foreign faculty is not included

Table 5: UMES Staff* Profile Fall 2008-Fall 2017 by Race/Ethnicity

Race /Ethnicity	2008-2009				2010-2011				2016-2017				2017-2018			
	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	393	76.8%	157	236	399	76.1%	164	235	396	74.2%	174	222	359	74.3%	154	205
American Indian or Alaskan Native	2	0.4%	0	2	3	0.6%	0	3	3	0.6%	1	2	3	0.6%	1	2
Asian	6	1.2%	2	4	3	0.6%	0	3	8	1.5%	4	4	6	1.2%	4	2
Hispanic/Latino	5	1.0%	3	2	4	0.8%	3	1	11	2.1%	6	5	10	2.1%	5	5
White	104	20.3%	62	42	109	20.8%	63	46	107	20.0%	60	47	97	20.1%	58	39
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Two or More Races	NA	NA	NA	NA	2	0.4%	1	1	5	0.9%	3	2	4	0.8%	3	1
Did Not Self-Identify	2	0.4%	0	2	4	0.8%	3	1	4	0.7%	2	2	4	0.8%	2	2
Total	512	100.0%	224	288	524	100.0%	234	290	534	100.0%	250	284	483	100.0%	227	256

*Foreign staff and Graduate Teaching/Research Assistants are not included

UNIVERSITY OF MARYLAND
 **University College**

Office of Diversity and Equity

June 28, 2018

Zakiya S. Lee, Ph.D.
Assistant to the Senior Vice Chancellor for Academic and Student Affairs
University Systems of Maryland
3300 Metzert Road
Adelphi, MD 20783-1690

Dear Zakiya S. Lee, Ph.D.,

Attached please find University of Maryland University College's (UMUC) 2017 Annual Progress Report on Programs of Cultural Diversity.

Please feel free to contact me should you have any questions.

Sincerely,



Blair H. Hayes, Ph.D.
Ombudsman, Vice President and Chief Diversity Officer



2017 Annual Progress Report

On

Programs of Cultural Diversity

June 28, 2018



2017-2018

(demographic dates modified and template redistributed on 5/16/18)

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT TEMPLATE

Institution: University of Maryland University College Date Submitted: June 28, 2018

Point(s) of Contact (names and email addresses): Blair H. Hayes, Ph.D. Blair.Hayes@UMUC.edu

Overall Guidelines:

- For the 2017-2018 Programs of Cultural Diversity Annual Progress Report, complete the three sections in this template.
- Please submit your report to Zakiya Lee (zlee@usmd.edu) by Friday, June 29, 2018.

Section 1: Progress Report: § 11-406 of the Education Article states that each public institution of higher education in the State shall submit a progress report regarding the institution's implementation of a plan for a program of cultural diversity. Progress on the following institutional goals should be reported:

- Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.
- Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.
- Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery.

Goals 1 and 2 will be reported in Table 1 and Table 2 below; no additional narrative is needed. Details should include strategies for implementation, metrics to measure how progress is being evaluated, indicators of success about how progress has been achieved, and areas where continuous improvement is needed for select, key initiatives and strategies. Goal 3 should be provided in a brief statement as noted below.

Guidelines for Section I:

- Submissions for Section I (Table I, Table 2, and Statement I) should be 10 to 12 pages.
- Bulleted, succinct descriptions of major initiatives and strategies are ideal.

Section I - Table I: Reporting of Institutional Goal I

<p>Goal I: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.</p> <p>Timeline for meeting goal within the diversity plan: _____</p>				
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. HBCUs must provide information on efforts designed to diversify campus by attracting students, administrative staff, and faculty who do not identify as African American.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed	
<p>Expanded the use of external marketing to reach previously under-represented populations</p> <ul style="list-style-type: none"> • Job posts have been included in magazines, periodicals, and online job sites that reach previously under-represented populations • Applicant tracking has been enhanced to collect veteran and disability status 	Demographics of staff and faculty	[See Data Tables Attached]	N/A	
<p>Diversity Interviewing Skills Preparation is designed to ensure interview questions are fair and appropriate</p> <ul style="list-style-type: none"> • All interviewers are instructed to ask the same questions of all applicants to remove any bias and ensure consistency 	Qualitative Feedback from applicants	N/A	N/A	

<ul style="list-style-type: none"> ● Ensure all staff possess the skills necessary to represent the firm to a diverse candidate pool and recognize diverse skill sets and backgrounds as components of success at the university 	<p>UMUC Quiet Rooms have been designed and built in each of the three primary UMUC locations. UMUC Students and employees may request the use of a "quiet room" to meditate or for the purposes of religious observances.</p>	<p>Qualitative Feedback from individuals who have used the spaces</p>	<p>Individuals that have used the space for meditation, reflection, Ramadan prayer, etc. have indicated that the Quiet Rooms have been a welcome addition to the offices.</p> <p>We have received numerous notes of thanks and appreciation indicating that this makes individuals feel safe and valued as they practice their daily prayers during the workday</p>	
<p>The Accessibility Services Unit</p> <ul style="list-style-type: none"> ● manages the request for academic exemptions or reasonable accommodations for UMUC students and employees to ensure that individuals are prepared to succeed in the classroom and in the workforce 	<p>Number of Registered Students or Employees</p>	<p>186 - New Students registered with the Accessibility Services Unit</p> <p>19 - Employees were granted accommodations (e.g. office furniture, software, tele-work, etc.)</p>	<p>Further integration of accessibility services and ADA compliance with ongoing online course development</p>	
<p>Developing High School internship Program</p> <ul style="list-style-type: none"> ● Clearly articulate the role of each team in the internship process 	<p>Final Strategy and Plan Development</p>	<p>Plan has been developed in preparation for university-wide launch</p>	<p>Roll Out will occur July 2018</p>	

<ul style="list-style-type: none"> ● Have a designated person that commits to mentoring the intern over the summer 	<p>Strategic Partnering</p> <ul style="list-style-type: none"> ● Expanded outreach to talented professionals from diverse communities ● Professional development opportunities for UMUC staff <ul style="list-style-type: none"> ○ networking ○ knowledge exchange ○ new learning experiences ○ developing an effective approach to develop junior staff 	<p>New partnerships formed</p>	<p>CDO joined the Mid-Atlantic Diversity Officers in Higher Education Organization (MADOHE)</p> <p>Assistant Director of Multicultural Programs and Training has been elected chair of the USM Women's forum</p>	<p>Continuing to look for opportunities for staff to take leadership roles within organizations that offer a level of strategic partnering</p>
<p>SPARKS Internship</p> <ul style="list-style-type: none"> ● Internal rotational internship to allow staff an opportunity to experience another department or unit within the University ● Staff will be able to intern with another team for 4-weeks and then will return to their team ● Aim is to allow staff to learn more about the inner working of the University and further develop interests that may lead to increased chances for professional/career development 	<p>Fully Developed Plan and Strategy</p>	<p>Plan has been developed and first interns will be placed in October 2018</p>	<p>Evaluation of program will occur after first cohort of interns has completed their internship</p>	
<p>Administrative Professionals Community of Practice</p> <ul style="list-style-type: none"> ● Voluntary community of practice for administrative professionals at UMUC 	<p># of participants within the Community or Practice</p>	<p>15 participants in the first cohort</p>		

<ul style="list-style-type: none"> ● Brings staff within a shared discipline together to: <ul style="list-style-type: none"> ○ improve interdepartmental communication ○ discuss best practices ○ foster learning ○ promote training and development ○ serve the community ○ strengthen employee engagement 			
<p>Job Fairs (Virtual and Face to Face)</p> <ul style="list-style-type: none"> ● The Office of Institutional Advancement has increased the reach of their job fairs through the addition of virtual career fairs ● New technology has been developed to increase efficiency of the job fair process ● Participants receive prep materials, connect with companies who are hiring, and receive follow up from UMUC and potential employers 	<p>Student/Alumni Participation</p> <p>Student/Alumni securing positions in companies throughout the region</p>	<p>pending data</p>	

Section I - Table 2: Reporting of Institutional Goal 2

<p>Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.</p> <p>Timeline for meeting goal within the diversity plan: _____</p>				
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed	
<ul style="list-style-type: none"> ● faculty and staff cultural training programs; ● curricular initiatives that promote cultural diversity in the classroom; and ● co-curricular programming for students. 	<p># of attendees to diversity events and programs</p> <p># of participants in online modules</p>	<p>January - 75 attendees</p> <p>February - 120 attendees</p> <p>March - 75 attendees</p> <p>April - 50 attendees</p> <p>May - 45 attendees</p> <p>May - 70 attendees</p> <p>June - 40 attendees</p> <p>September - 55 attendees</p> <p>October - 40 attendees</p> <p>November - 40 attendees</p>	<p>Plan to increase availability of offerings through online or webcast technology</p>	
<p>Hold monthly diversity events (UMUC Heritage Month programs) to raise awareness of the cultures, ethnicities, and heritages that comprise the UMUC community. Events included:</p> <ul style="list-style-type: none"> ● January - Martin Luther King Jr. Day of Service Lecture by Dr. Hassan Kwame Jeffries ● February - African American Heritage Month Documentary ● March - Women's History Month Lecture by Jill Morgenthaler ● April - Earth Day Lecture by Cora Lee Gables ● May - Older Americans Month Lecture by Dr. Katherine Im ● May - Military Appreciation Month Documentary ● June - LGBT Lecture by Shaashawn Dial-Snowden ● September - Hispanic Heritage Month Documentary 				

<ul style="list-style-type: none"> ● October - Domestic Violence Prevention Lecture by Angela Wharton ● November - Native American Heritage Month Lecture by Dan Lewerenz 	<p>In collaboration with the Marketing Team, diversity posters and flyers are developed monthly to share diversity messaging and raise diversity awareness. Subjects include:</p> <ul style="list-style-type: none"> ● Martin Luther King Jr. Day of Service ● African-American Heritage Month ● Women's History Month ● Irish-American Heritage Month ● Gay, Lesbian, Bisexual, Transgender Pride Month ● Caribbean-American Heritage Month ● Independence Day ● National Day of Services and Remembrance ● German-American Heritage Month ● Domestic Violence Awareness ● Constitution Day ● National American Indian Heritage Month ● Universal Human Rights Month 	<p># of posters printed and distributed</p>	<p># of participants who have completed the full suite of online diversity training modules</p>	<p>250 of each poster printed and distributed throughout the United States and Internationally</p>	<ul style="list-style-type: none"> ● 5143 participants - Preventing Discrimination and Sexual Violence: Title IX, VAWA and Clery Act for Faculty and Staff ● 5119 participants - Discrimination and 			<p>Expand online training options to reach students that are located across the globe</p>
<p>Staff, faculty, and students complete online learning modules related to harassment prevention, Title IX, and EEO.</p>								

<p>Purchased new online training modules through Everfi</p>	<p># of online diversity training modules being offered</p>	<p>Harassment Prevention for Higher Education</p> <ul style="list-style-type: none"> ● 3699 participants - Diversity in Action: Creating an Inclusive Workplace ● 2814 participants - Preventing Discrimination and Sexual Violence: Title IX and the SaVE Act for Faculty and Staff ● 5118 participants - Preventing Discrimination and Sexual Violence: Title IX, VAWA and Clery Act for Students ● 2992 participants - The Clery Act and Campus Security Authorities ● 2811 participants - Unlawful Harassment Prevention for Higher Education Faculty ● 2810 participants - Unlawful Harassment Prevention for Higher Education Staff 	<p>Rolled out 7 new online diversity training modules</p> <ul style="list-style-type: none"> ● Accommodating Disabilities
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		<ul style="list-style-type: none"> • Bridges: Taking Action (Title IX/Clery Act ongoing) • Clery Act Basics • Diversity: Inclusion in the Modern Workplace • Harassment and Discrimination Prevention • Managing Bias • Workplace Violence Prevention 	
<p>All new hires receive diversity briefing from Chief Diversity Officer during onboarding.</p>	<p># of new hires that have received briefing from Diversity and Equity Team</p>	<p>24 briefings to new hires</p> <ul style="list-style-type: none"> • 261 new hires(staff) 	
<p>Diversity Courses are offered through the Social Sciences program to undergraduate students to ensure that they understand the importance of diversity in society and the workplace</p> <ul style="list-style-type: none"> • BEHS 220 – Diversity Awareness • BEHS 320 – Disability Studies • BEHS 453 – Domestic Violence 	<p># of students participating in the courses</p>	<p>BEHS 220 – 851 Students BEHS 320 – 422 Students BEHS 453 – 649 Students</p>	
<p>Diversity as a Core Value and Competency</p> <ul style="list-style-type: none"> • Heighten awareness of university-wide definitions and understanding of diversity • ensure that management practices demonstrate knowledge and understanding of the skills necessary to manage a diverse workforce • provide all staff with opportunities for diversity education and training 	<p># of diversity training programs</p>	<p>Conducted 15 Diversity Training Programs</p>	

<p>REELTALK - Diversity Movie Club</p> <ul style="list-style-type: none"> provides the university community an opportunity to consider common beliefs, stereotypes, traditions, and biases from different points of view, bettering our understanding of cultural diversity through the exploration of film Individuals watch the film independently and engage in discussions on the online platform to discuss themes, issues, and lessons learned 	<p># of diversity movies</p>	<p>7 diversity movies were the focus of the past years collection</p>	
<p>Outreach and Athletics Activities</p> <ul style="list-style-type: none"> UMUC Tigers Softball team competes in the Kenilworth Recreation League 	<p># of staff, faculty, students, and alumni</p>	<p>24 staff, faculty, students, and staff participated as part of the UMUC Tigers Softball Team</p>	
<p>Bylee Massey Award</p> <ul style="list-style-type: none"> granted to members of the UMUC Community who exemplify the spirit of diversity, volunteerism, and innovation 	<p>Successful nomination period from August 2017 to October 2017; followed by granting the award to a deserving individual</p>	<p>Award presented during the annual UMUC Service Awards</p>	
<p>Stateside Military Operations works with students to:</p> <ul style="list-style-type: none"> choose the academic program that is right for their military or civilian career goals Navigate their military and veterans benefits, financial aid, scholarships, and other payment options Give a preliminary determination of their potential transfer credits Create a degree plan 	<p>N/A</p>	<p>N/A</p>	

Section 1 - Statement 1: Reporting of Institutional Goal 3

Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery. Do not include statistics.

Any individual who feels they may have been subjected to a campus based hate crime or feels they are being threatened can contact the Response Emergency Assessment Crisis Team (REACT). The REACT Team is a 24 hour/7 days a week hotline that includes individuals from the President's Office, the Diversity and Equity Office, Legal Affairs, Security, and Human Resources. All threats, concerns, or issues that constitute a threat to an individual or that would constitute a crime based on a protected category are investigated through this network. Further, we have established Memorandums of Understanding (MOUs) with local law enforcement agencies to ensure that any crimes can be reported and responded to quickly by both internal security and external police forces.

Section II: Institutional Plan: § 11-406 of the Education Article states that each public institution of higher education in the State shall develop and implement a plan for a program of cultural diversity that enhances cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff at the institution of higher education. The plan should include:

- i. Implementation strategy and a timeline for meeting goals within the plan;
- ii. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations;
- iii. A description of how the institution plans to enhance cultural diversity (if improvement is needed);
- iv. A process for reporting campus-based hate crimes; and
- v. A summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally-diverse student body.

Please submit your narrative Institutional Plan for a Program of Cultural Diversity. Your institutional plan should align with the information you shared in Section I. The Plan should be in an appendix and should not be included in the 12-page maximum.

Section III: Demographic Data: Per the request of the Board of Regents, institutions will include demographic data in each annual progress report on programs of cultural diversity. To meet this requirement, please provide separate student (Table 3), faculty (Table 4), and staff (Table 5) demographic data as indicated in the example below. These tables should be in an appendix and should not be included in the 12-page maximum.

The dates within this table have been updated to reflect 2008-2009 (the baseline year as determined by the passage of associated legislation) and 2010-2011 (the year in which the federal government revised race/ethnicity categories).

*Appendix
Institutional Plan*

- i. Implementation strategy and a timeline for meeting goals within the plan;
- ii. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations;
- iii. A description of how the institution plans to enhance cultural diversity (if improvement is needed);
- iv. A process for reporting campus-based hate crimes; and
- v. A summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally-diverse student body.

- i. Implementation strategy and timeline for meeting goals within the plan

The Diversity and Equity Office is comprised of the Multicultural Programs and Training Unit, the Resolution Management Unit, the Accessibility Services Unit, the Title IX Coordinator, and the Fair Practices Officer. Together the office is responsible for maintaining and elevating the climate for diversity and inclusion throughout the UMUC Community. The office supports these efforts throughout the Stateside Offices and has grown to include diversity representatives serving UMUC staff, faculty, and students in Europe and Asia.

The guiding principles of our implementation plan are centered on:

- **Senior-level Commitment:** Key to sustainability and growth
- **Balance:** Bottom-up and Top-down
- **Inclusivity:** Diversity is everyone's responsibility
- **Tailored for our Culture:** Tied to educational and departmental goals
- **Scalability:** Address underlying processes, do not just add programs
- **Deliberateness:** Developed for the long-term
- **Action:** Measure what people can manage to do
- **Programmatic:** Similar to our approach to promoting student advancement

The diversity plan is reviewed every two years to ensure that the goals and strategic elements are consistent with the overall mission of the University. The current plan runs through 2020 and will be re-evaluated in the 3rd quarter of 2020 to examine what(if any) changes will be required for the next plan roll out.

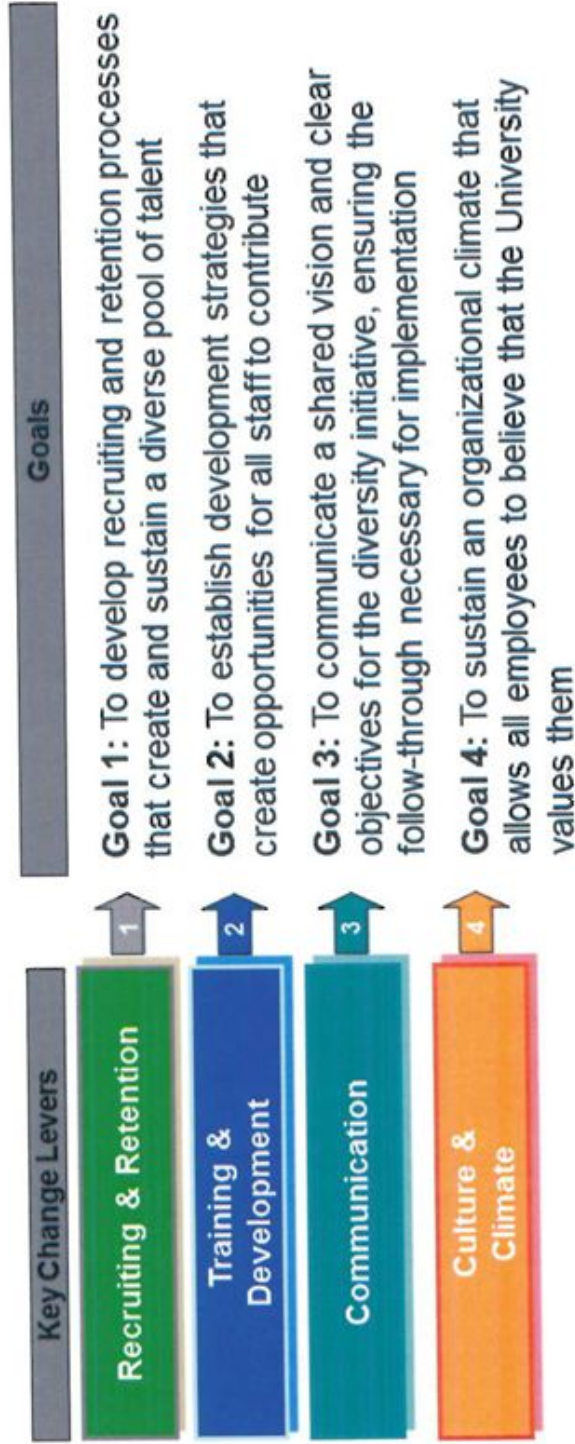
- ii. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations

UMUC Mission Statement

University of Maryland University College (UMUC) is committed to reflecting the diversity of the global community in which its students, faculty, and staff live. As an institution committed to academic excellence, UMUC celebrates racial, social, cultural, and intellectual diversity, welcoming people from all backgrounds and cultures, while also supporting divergent ideas and opinions. Diversity is one of UMUC's core values, a set of principles designed to guide institutional and individual professional behaviors, and is an integral part of the teaching and learning success of the university. It is the variety in the perspectives, beliefs, and experiences of all members of the UMUC community that helps make the university a world leader in distance learning in higher education.

UMUC advances the appreciation of diversity and inclusion by:

- Attracting faculty, students, and staff of diverse backgrounds
- Fostering an atmosphere of acceptance and inclusion
- Promoting open and honest discussions regarding diversity and inclusion issues
- Conducting ongoing assessments and strategic planning
- Providing communication and feedback channels to continuously improve programs and initiatives



Recruiting and Retention

- New Hire Communications and Briefings by the Chief Diversity Officer
- Search Process Review and Diversity Integration
- Search Committee - Diversity Training and Considerations
- Accessibility Accommodations and ADA Compliance Planning
- Under-Represented Faculty Talent Acquisition

Training and Development

- E-Learning and Online Diversity Modules
- Identity-Based Training
- EEO and Sexual Harassment Training
- Diversity Competency Management
- Networking and Team-Building Activities

Communications

- UMUC Movie Club - REELTALK
- Diversity Brown Bag Discussions
- Diversity Awareness Programs
- External Outreach and Strategic Partnerships
- Focused Group Discussions and Diversity Dialogues
- Diversity Poster Series

Culture and Climate

- Diversity Speaker Series and Panel Discussions
- UMUC Outreach and Athletics
- Diversity Councils/Employee Resource Groups

- Core Values and Diversity Competencies
- Cultural Celebrations and Recognitions
- Awards and Recognitions

iii. A description of how the institution plans to enhance cultural diversity(if improvement is needed)

UMUC will advance the appreciation of cultural diversity and inclusion by:

- Attracting faculty, students, and staff of diverse backgrounds
- Fostering an atmosphere of acceptance and inclusion
- Promoting open and honest discussions regarding diversity and inclusion issues
- Conducting ongoing assessments and strategic planning
- Providing communication and feedback channels to continuously improve programs and initiatives

iv. A process for reporting campus based hate crimes

Any individual who feels they may have been subjected to a campus based hate crime or feels they are being threatened can contact the Response Emergency Assessment Crisis Team (REACT). The REACT Team is a 24 hour/7 days a week hotline that includes individuals from Diversity and Equity, Legal Affairs, Security, and Human Resources. All threats, concerns, or issues that constitute a threat to an individual or that would constitute a crime based on a protected category are investigated through this network. Further, we have established Memorandums of Understanding (MOUs) with local law enforcement agencies to ensure that any crimes can be reported and responded to quickly by both internal security and external police forces.

v. A summary of resources, including State grants, needed by the institution to effectively recruit and retain a culturally-diverse student body

The current allotted budget for the Diversity and Equity Office is sufficient to implement the diversity strategic plan. Additional support for Outreach and Athletics activities is provided through an endowed fund that members of the UMUC Community can contribute to on an annual basis.

Appendix
Demographic Data Tables

TABLE 3a: Comparison Table for Undergraduate Students

	Baseline: 2008-2009				2010-2011				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	6625	29.7	2260	4365	8286	32.3	3124	5162	11403	25.8	5682	5721	12046	26.4	5913	6133
American Indian or Alaska Native	145	0.6	58	87	144	.6	62	82	220	0.5	124	96	219	0.5	113	106
Asian	991	4.4	499	492	1159	4.5	618	541	2434	5.5	1366	1068	2498	5.5	1375	1123
Hispanic/Latino	1237	5.5	575	662	1847	7.2	865	982	5758	13.0	3358	2400	6024	13.2	3459	2565
White	9157	41.0	4474	4683	10550	41.1	5317	5233	18193	41.1	11083	7110	18457	40.5	11199	7258
Native American or other Pacific Islander					56	.2	19	37	392	0.9	215	177	401	0.9	223	178
Two or more races					338	1.3	152	186	1973	4.5	1026	947	2160	4.7	1129	1031
Did not self identify	4153	18.6	1750	2403	3306	12.9	1385	1921	3846	8.7	2022	1824	3799	8.3	2000	1799
Total	22308	100	9616	12692	25686	100	11542	14144	44219	100	24876	19343	45604	100	25411	20193

TABLE 3b: Comparison Table for Graduate Students

	Baseline: 2008-2009				2010-2011				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	4250	35.8	1439	2811	5622	40.5	2078	3544	5225	39.3	2098	3127	5544	40.2	2233	3311
American Indian or Alaska Native	53	0.4	23	30	52	.4	25	27	46	0.3	17	29	47	0.3	21	26
Asian	800	6.7	400	400	945	6.8	513	432	917	6.9	466	451	966	7.0	501	465
Hispanic/Latino	502	4.2	252	250	682	4.9	331	351	968	7.3	493	475	1018	7.4	473	545
White	4134	34.8	2215	1919	4804	34.6	2517	2287	4455	33.5	2403	2052	4440	32.2	2399	2041
Native American or other Pacific Islander					23	.2	13	10	34	0.3	16	18	44	0.3	19	25
Two or more races					140	1.0	57	83	442	3.3	181	261	477	3.5	199	278
Did not self identify	2125	17.9	912	1213	1623	11.7	625	998	1223	9.2	525	698	1239	9.0	555	684
Total	11864	100.	5241	6623	13891	100	6159	7732	13310	100.0%	6199	7111	13775	100.0%	6400	7375

TABLE 4: Comparison Table for Faculty

	Baseline: 2008-2009						2010-2011						2016-2017						2017-2018					
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female				
African American/Black	137	7.8	80	57	155	7	84	71	583	16.6%	294	289	625	16.9%	304	321								
American Indian or Alaska Native	14	0.8	10	4	13	1	10	3	23	0.7	15	8	49	1.3	29	20								
Asian	68	3.9	55	13	67	3	57	10	287	8.2	170	117	299	8.1	171	128								
Hispanic/Latino	23	1.3	12	11	26	1	15	11	134	3.8	75	59	78	2.1	51	27								
White	794	45.2	480	314	823	39	475	348	2286	65.2	1262	1024	2485	67.3	1362	1123								
Native American or other Pacific Islander																								
Two or more races									3	0.1	3		5	0.1	4	1								
Did not self identify	720	41.0	404	316	1043	49	578	465	155	4.4	79	76	147	4.0	74	73								
Total	1756	100	1041	715	2127	100	1279	908	3504	100.0	1915	1589	3691	100	1996	1695								

TABLE 5: Comparison Table for Staff

	Baseline: 2008-2009						2010-2011						2016-2017						2017-2018					
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female				
																					#	%	Male	Female
African American/Black	241	26.5	58	183	266	27	62	204	389	26.7	113	276	333	26.1	92	241								
American Indian or Alaska Native	2	0.2	2		3	0	2	1	5	0.3	2	3	14	1.1	3	11								
Asian	67	7.4	24	43	60	6	15	45	96	6.6	27	69	81	6.3	18	63								
Hispanic/Latino	23	2.5	10	13	28	3	8	20	77	5.3	33	44	50	3.9	18	32								
White	349	38.4	121	228	398	40	142	256	586	40.2	215	371	587	45.9	209	378								
Native American or other Pacific Islander					1	0	0	1	6	0.4	4	2	8	0.6	4	4								
Two or more races					2	0	0	2	44	3.0	19	25	3	0.2	1	2								
Did not self identify	228	25.1	82	146	227	23	83	144	256	17.5	87	169	202	15.8	71	131								
Total	910	100	297	613	985		312	673	1459	100	500	959	1278	100	416	862								



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: Report on Academic Program Actions Delegated to the Chancellor, AY 2017-2018
(Information)

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Friday, September 7, 2018

SUMMARY: In accordance with Board Resolution III-7.03, a report is submitted annually to the Board of Regents of program actions delegated to the Chancellor. Between September 2017 and August 2018, the Chancellor approved 27 new or modified certificates, 7 modified degrees, and 12 title changes. He also approved the suspension or discontinuation of 6 degrees, 1 minor, and 3 certificates.

In addition, the Board of Regents approved 12 new degree programs.

A chart detailing the Chancellor's actions and programs approved by the Board is attached.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE ACTION: Information Only

DATE: September 7, 2018

BOARD ACTION:

DATE:

SUBMITTED BY: Joann A. Boughman

301-445-1992

jboughman@usmd.edu

**Academic Program Actions
AY 2017 - 2018**

Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	New Certificates and Concentrations/Modified Programs	Title Changes	
Coppin State University			Master in Alcohol and Substance Abuse Counseling to <i>Master in Addiction Counseling</i> (8-14-18)	
Frostburg State University	Suspend Health Promotion minor (1-10-18) Suspend BS in Sociology (1-10-18) at USMH Suspend MAT in Secondary Programs at USMH (6-11-18)	MAT in Secondary Programs (5-16-18) MBA AOCs: 1. Business Analytics; 2. Health Care Management; and 3. Management (12-21-17) PMC in Educational Leadership (1-17-18)		MMS in Physician Assistant Studies (6-22-18)
Salisbury University		MS in Nursing, Nursing Education (11-27-17)		
Towson University	Discontinue CAS in Early Childhood Education (8-1-18)	PBC in Autism Spectrum Disorder in the Class (4-16-18) PBC in Foundations of Special Education (4-16-18) PBC in Education Technology (4-16-18) PBC in Instructional Design and Development (4-16-18) PBC in Teaching English Learners (4-16-18) PBC in Community Engagement and Leading School Change (4-16-18)	BS in Health Science to " <i>BS in Health Education and Promotion</i> " (6-4-18) BA/BS in Foreign Language AOCs: 1. French Secondary Education to " <i>French Education</i> ;" 2. Spanish Secondary Education to " <i>Spanish Education</i> ;" 3. French Literature/ Professional to " <i>French</i> ;" and 4. Spanish Literature/ Professional to " <i>Spanish</i> " (7-9-18) BS in Integrated Early Childhood and Special Education to " <i>BS in Early Childhood/Special Education</i> " (8-1-18)	MS in Management and Leadership Studies (10-20-17) Entry Level Occupational Therapy Doctorate (2-9-18) Post-Professional Occupational Therapy Doctorate (2-9-18) MS in Actuarial Science and Predictive Analytics (6-22-18) MS in Transformational Education Leadership (6-22-18)

AOC: Area of Concentration
 BTPS: Bachelor's Professional/Technical Studies
 CAS: Certificate of Advanced Study
 DNP: Doctor of Nursing Practice

MA: Master of Arts
 MFA: Master of Fine Arts
 MPS: Masters of Professional Studies
 MS: Master of Science

PBC: Post-baccalaureate Certificate
 PC: Professional Certificate
 PMC: Post-Master's Certificate
 UDC: Upper-Division Certificate

Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	New Certificates and Concentrations/Modified Programs	Title Changes	
University of Baltimore	Discontinue MS in Global Leadership (8-16-18) Discontinue MS and PBC in Innovation Management and Technology Commercialization (8-16-18) Discontinue PBC in Global Business (8-16-18) Suspend BA in Nonprofit Management and Community Leadership (8-14-18) Suspend BS in Real Estate and Economic Development (8-14-18) Suspend PBC in Forensic Accounting (8-14-18)	LLM in Taxation online (2-13-18) MS in Taxation online (2-13-18) PBC in Business Valuation (2-1-18) PBC in Governmental Financial Management (10-31-17) UDC in Computer Programming (8-1-18) UDC in Cyber Security (8-1-18)	MA in Publication Design to "MA in Integrated Design" (8-14-18)	BS in Accounting (4-20-18)
University of Maryland, Baltimore		Master of Public Health (7-18-18) PBC in Intercultural Leadership (8-10-18) PBC in Care Coordination (2-21-18) PBC in Regulatory Science (11-17)	MS in Epidemiology and Preventive Medicine to "MS in Epidemiology and Clinical Research" (2-7-18) MS in Human Genetics to "MS in Human Genetics and Genomic Medicine" (2-7-18) PBC in Research Dissemination and Science to "PBC in Implementation and Dissemination Science" (4-2-18)	MS in Health and Social Innovation (12-15-17)
University of Maryland, Baltimore County		PBC in Principles of Management of Aging Services (6-20-18) PBC in Social Dimensions of Health (4-2-18)	Bachelor in Interdisciplinary Studies to "Bachelor in Individualized Study" (6-4-18)	

AOC: Area of Concentration
 BTPS: Bachelor's Professional/Technical Studies
 CAS: Certificate of Advanced Study
 DNP: Doctor of Nursing Practice

MA: Master of Arts
 MFA: Master of Fine Arts
 MPS: Masters of Professional Studies
 MS: Master of Science

PBC: Post-baccalaureate Certificate
 PC: Professional Certificate
 PMC: Post-Master's Certificate
 UDC: Upper-Division Certificate

Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	New Certificates and Concentrations/Modified Programs	Title Changes	
University of Maryland, College Park		MPS in Cultural and Heritage Resource Management (1-10-18) PBC in Integrated Technology in Education (8-1-18) PBC in Teaching English to Students of Other Languages online (7-18-18) PBC in Bilingual Speech-Language Pathology (7-17-18) PBC of Professional Studies in Special Education for General Education Teachers in Inclusive Classrooms (6-4-18) PBC in Leading and Managing Healthcare Transformation (2-21-18) PBC in Financial Risk Management (2-20-18) PBC of Professional Studies in Cultural and Heritage Resource Management (1-10-18) PBC in Computer Systems (11-9-17) PBC in Networking Software Development (11-9-17) PBC in Wireless Communication (11-9-17)	Master in Education Policy and Leadership to <i>"Master in Teaching and Learning, Policy and Leadership"</i> (3-1-18) Master in Human Development Education to <i>"Master in Human Development"</i> (7-18-18) Doctorate in Human Development Education to <i>"Doctorate in Human Development"</i> (7-18-18)	
University of Maryland, University College		PBC in Learning and Technology (1-18-18)		Doctor of Business Administration (6-22-18) MS in Acquisition and Contract Management (10-20-17) MS in Cyber Operations (10-20-17) MS in Strategic Communications (10-20-17)

AOC: Area of Concentration
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MA: Master of Arts
 MFA: Master of Fine Arts
 MPS: Masters of Professional Studies
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PBC: Post-baccalaureate Certificate
 PC: Professional Certificate
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 UDC: Upper-Division Certificate



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: Update on USM Matters for Baltimore: B-Power

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Friday, September 7, 2018

SUMMARY: As Maryland's public university system, USM has a special obligation to assist in responding to the challenges faced by Baltimore City. The Chancellor's B-Power initiative is building programs with our universities (UB and CSU) to enhance the pipeline from high schools within Baltimore City to USM institutions of higher education, focusing on programs that will enhance student success beyond high school.

Today, Dr. Joann Boughman and Dr. Nancy Shapiro will present an update of some of those programs and describe efforts underway to obtain extramural funding to support and expand these programs. Subsequently, the topic will be presented to the full Board of Regents by the Chancellor later in the month.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE ACTION: Information Only

DATE: September 7, 2018

BOARD ACTION:

DATE:

SUBMITTED BY: Joann A. Boughman

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USM Matters for Baltimore: B-Power

BRIEF BACKGROUND: USM in Baltimore

As Maryland's public university system, the University System of Maryland (USM) has a special obligation to assist in responding to the challenges faced by Baltimore. The future of the City and the System are inextricably linked. Baltimore is home to three USM institutions—the University of Maryland, Baltimore (UMB), the University of Baltimore (UB), and Coppin State University (CSU)—as well as the system headquarters. Most other USM campuses also spearhead initiatives within the City.

DECISION POINT: B-Power Envisioned

In August 2016, USM Chancellor Robert Caret envisioned *B-Power*, an effort to improve educational outcomes for Baltimore City students. Driven by UB and Coppin, Phase I of *B-Power* sought to leverage one-time USM resources to strengthen the pipeline from Baltimore City Public Schools to higher education institutions.

After analyzing the results of two system-funded Phase I pilot projects led by UB and CSU, the USM is preparing to move forward with a program to dramatically increase the number of Baltimore City students who attend and graduate from college. Based at UB and Coppin, and in partnership with the Baltimore City Community College (BCCC), the *USM Matters for Baltimore: B-Power* initiative will create a new pathway from middle and high school to two- and four-year institutions. The initiative—built around expanded college readiness courses at middle and high schools and dual enrollment English and mathematics courses at high schools for college credit—have the potential to improve both the college-going and retention rates. To launch *USM Matters for Baltimore: B-Power*, the USM is seeking approximately \$1,600,000 in support.

PHASE I / PILOT PROJECTS: \$400,000 Initial Investment Yields Results

For Phase I of the B-Power initiative, the USM provided UB and Coppin with \$400,000 in grants to develop and execute pilots to improve access, retention, and completion among Baltimore City students. Coppin focused on expanding its partnership with BridgeEdU, a student success platform for first-generation, low-income, and under-represented minority students. UB opted to dramatically expand partnerships with Baltimore City Public Schools (BCPS), both in college readiness programs and dual enrollment courses, exclusively targeting foundational English and mathematics classes.

While both pilot projects yielded solid results, the UB initiative demonstrated greater success and scalability. In 2015—the year prior to B-Power's launch—only 109 Baltimore City students participated in UB's college readiness (98) or dual enrollment (11) programs. In the two years since, that number has increased by a factor of ten, with more than 1,200 students participating (or projected to participate) in UB's college readiness (614) or dual enrollment (597) programs. Compared to overall BCPS data regarding the graduating class of 2017, students who completed the UB Dual Enrollment program went to college at significantly higher rates: **27 percent** higher for 4-year entry and **22 percent** for any college.

Given the replicability, scalability, and sustainability of this college readiness / dual enrollment approach, UB and Coppin will work together to significantly broaden these efforts to additional Baltimore schools.

PHASE II: Expanding College Readiness & Dual Enrollment Programs

PART 1 – Cement UB’s Progress

USM will “lock-in” and expand UB’s college readiness and dual enrollment efforts for the next three years. This will require a commitment of approximately \$1,600,000.

USM Matters for Baltimore: B-Power / 3 Year Contribution Overview			
Type	Amount	Commitment	Funder
Tuition Discount	\$ 427,767	3 years	USM Institutions (UB)
Student Scholarships	\$ 427,767	3 years	BGE*, Casey Foundation*, Whiting Turner*
Academic Program Specialist	\$ 201,378	3 years	Abell Foundation*
Director	\$ 298,931	3 years	USM
Indirect Costs	\$ 53,993	3 years	USM
BCPS Support	\$ 60,000	1 year	Baltimore City Public Schools
Non-USM Grants and Gifts	\$ 115,000	1-3 years	SunTrust, Meyerhoff, Legg Mason, Next Gen Scholars
<i>3-year total</i>	\$ 1,584,835		

* Approval Pending

PART 2 – Expansion to Coppin

Simultaneously, Coppin faculty will be recruited to help expand college readiness & dual enrollment efforts at additional city schools. UB will continue to provide support for the curriculum, professional development, standards, and assessment tools for all participating faculty. A new pathway from these high school courses to, first, a two-year, then a four-year degree will be created through credit transfer agreements with Baltimore City Community College (BCCC) and, ultimately, Coppin’s new “Finish 4 Free @ Coppin” campaign, through which any BCPS graduate with BCCC Associate’s Degree can receive free tuition for two years.

PART 3 – Sustainable Support for All Baltimore City School Students

B-Power will ultimately be established as a sustainable partnership, involving faculty from UB and Coppin and administered by USM staff located at UB. Funding will be leveraged from the Baltimore City Public School System (BCPSS) through the Early College / Dual Enrollment (EC/DE) resources that the state provides to support of Free and Reduced-priced Meals (FARMS) students.

Once established as an on-going initiative, this model could be used to facilitate and manage the participation of multiple USM (TU, UMBC, UMCP) and non-system (Morgan State University) institutions, as well as community colleges (BCCC, Community College of Baltimore County). By providing both quality control and the management oversight, and recruiting talented faculty from a host of colleges and universities, *B-Power* has the potential to provide Dual Enrollment and College Readiness courses at every high school and many middle schools.

CALL FOR ACTION: Partnering to Support Baltimore Student Success

- USM is working to bring both BCCC and CCBC on board.
- USM is working with BCPSS to identify FARMS-related state funding that can support EC/DE
- USM is working with other institutions, especially Towson, UMBC, and UMCP on the potential for partnering with UB and Coppin down the road on these efforts.
- **USM needs foundation support to fund scholarships, instructors, and professional staff in the short and intermediate term.**



BOARD OF REGENTS

*SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION*

TOPIC: Tentative Annual Agenda, 2018-2019 (Information)

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Friday, September 7, 2018

SUMMARY: The Tentative Agenda for 2018-2019 comprises anticipated action items, including new academic program proposals and new Board of Regents policies, as well as information and discussion items. Some of the information items are reported on an annual schedule to ensure that the regents are well informed about topics of general interest (e.g. enrollment projections, campus crime reporting, financial aid), while others respond to specific requests for reports and recommendations on a variety of topics of interest to the Committee as previously noted by the regents.

Today, the Committee has an opportunity to review the proposed annual agenda and suggest modifications, including the addition of items that Committee members believe warrant particular attention by the Board.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: Information Only

DATE: September 7, 2018

BOARD ACTION:

DATE:

SUBMITTED BY: Joann A. Boughman

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Draft - 8.23.18

**USM BOARD OF REGENTS
COMMITTEE ON EDUCATION POLICY AND STUDENT LIFE
TENTATIVE AGENDA 2018-2019**

Friday, September 7, 2018 (with Lunch)

1. New Academic Program Proposals (Action)
2. Mission Statements, Goals, and Objectives (Action)
3. Inclusion and Diversity: Cultural Diversity Progress Reports (Action)
4. Report on Academic Program Actions Delegated to the Chancellor, 2017-2018 (Information)
5. Tentative Annual Agenda, 2018-2019 (Information)

Tuesday, November 6, 2018

1. New Academic Program Proposals (Action)
2. Amendments (Action)
 - a. Policy on the Awarding of Honorary Degrees
 - b. USMSC Constitution
3. Report on Opening Fall 2018 Enrollments and FY 2019 Estimated FTE Report (Information)
4. Report on the Instructional Workload of the USM Faculty, 2017-2018 (Information)
5. Inclusion and Diversity (Information)
6. Mental Health Follow Up (Information)
7. Campus Safety (Information)

Tuesday, January 15, 2019

1. New Academic Program Proposals (Action)
2. Results New Program 5-Year Enrollment Review (Information)
3. Results of Periodic (7-Year) Reviews of Academic Programs (Information)
4. External Funding Report (Information)
5. Academic Integrity (Information)

~~~~~Executive Session~~~~~

6. Regents' Faculty Awards Recommendations (Action)
7. Honorary Degree Nominations (Action)

**Tuesday, March 5, 2019**

1. New Academic Program Proposals (Action)
2. Policy Amendments (Action)
3. Comprehensive Pipeline Review
  - Report on USM Institutional SAT Profile (Information)
  - Report on Retention and Graduation Rates (Information)
  - Report on Transfer Students (Information)
4. Campus Safety (Information)
  - Update on Title IX
  - Campus Crime Reports
5. Update: Academic Innovation and Transformation (Information)
6. Update: P-20 (Information)

**Tuesday, May 7, 2019**

1. New Academic Program Proposals (Action)
2. Cultural Diversity Progress Reports (Action)
3. Report: Workgroup on Freedom of Expression
4. Legislative Session Update (Information)
5. Report: Civic Engagement Workgroup Progress (Information)
6. Inclusion and Diversity: Faculty Diversity and the PROMISE Academy
7. Brainstorm 2019-2020 Meeting Topics (Information)



**BOARD OF REGENTS**

SUMMARY OF ITEM FOR ACTION,  
INFORMATION, OR DISCUSSION

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**TOPIC:** Motion to Adjourn and Reconvene in Closed Session (Action)

**COMMITTEE:** Education Policy and Student Life

**DATE OF COMMITTEE MEETING:** Friday, September 7, 2018

**SUMMARY:** The Open Meetings Act permits public bodies to close their meetings to the public in special circumstances outlined in §3-305 of the Act and to carry out administrative functions exempted by §3-103 of the Act. The Board of Regents' Committee on Education Policy and Student Life will now vote to reconvene in closed session. As required by law, the vote on the closing of the session will be recorded. A written statement of the reason(s) for closing the meeting, including a citation of the authority under §3-305 and a listing of the topics to be discussed, is available for public review.

It is possible that an issue could arise during a closed session that the Committee determines should be discussed in open session or added to the closed session agenda for discussion. In that event, the Committee would reconvene in open session to discuss the open session topic or to vote to reconvene in closed session to discuss the additional closed session topic.

**ALTERNATIVE(S):** No alternative is suggested.

**FISCAL IMPACT:** There is no fiscal impact.

**CHANCELLOR'S RECOMMENDATION:** That the Board of Regents' Committee on Education Policy and Student Life vote to reconvene in closed session.

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COMMITTEE ACTION: DATE: September 7, 2018

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BOARD ACTION: DATE:

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SUBMITTED BY: Joann A. Boughman 301-445-1992 jboughman@usmd.edu

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STATEMENT REGARDING CLOSING A MEETING  
OF THE  
USM BOARD OF REGENTS

Date: Friday, September 7, 2018

Time: 11:00 a.m. (approximately)

Location: Universities at Shady Grove

STATUTORY AUTHORITY TO CLOSE A SESSION

Md. Code, General Provisions Article §3-305(b):

- (1) To discuss:
  - (i) The appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation, or performance evaluation of appointees, employees, or officials over whom it has jurisdiction; or
  - (ii) Any other personnel matter that affects one or more specific individuals.
- (2)  To protect the privacy or reputation of individuals with respect to a matter that is not related to public business.
- (3)  To consider the acquisition of real property for a public purpose and matters directly related thereto.
- (4)  To consider a preliminary matter that concerns the proposal for a business or industrial organization to locate, expand, or remain in the State.
- (5)  To consider the investment of public funds.
- (6)  To consider the marketing of public securities.
- (7)  To consult with counsel to obtain legal advice on a legal matter.
- (8)  To consult with staff, consultants, or other individuals about pending or potential litigation.
- (9)  To conduct collective bargaining negotiations or consider matters that relate to the negotiations.

- (10) [ ] To discuss public security, if the public body determines that public discussions would constitute a risk to the public or public security, including:
  - (i) the deployment of fire and police services and staff; and
  - (ii) the development and implementation of emergency plans.
- (11) [ ] To prepare, administer or grade a scholastic, licensing, or qualifying examination.
- (12) [ ] To conduct or discuss an investigative proceeding on actual or possible criminal conduct.
- (13) [ ] To comply with a specific constitutional, statutory, or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter.
- (14) [ ] Before a contract is awarded or bids are opened, to discuss a matter directly related to a negotiation strategy or the contents of a bid or proposal, if public discussion or disclosure would adversely impact the ability of the public body to participate in the competitive bidding or proposal process.

Md. Code, General Provisions Article §3-103(a)(1)(i):

- [ ] Administrative Matters

TOPICS TO BE DISCUSSED: (List topics to be discussed)

The Committee on Education Policy and Student Life will discuss recommendations for an out-of-cycle nomination for an honorary degree.

REASON FOR CLOSING:

To maintain confidentiality of personnel-related and personal information of a candidate for an honorary degree. (§3-305(b)(1) and (2)).