



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Programs of Cultural Diversity Progress Report

COMMITTEE: Education Policy

DATE OF COMMITTEE MEETING: June 6, 2012

SUMMARY: Senate Bill 438 and House Bill 905 require that each institution of higher education in Maryland develop and implement a plan for a program of cultural diversity among its students, faculty, and staff. If an institution already has a cultural diversity program, it is to develop and implement a plan for improving the program. Plans must include an implementation strategy and timeline for meeting goals, a process for responding to reporting campus-based hate-crimes and bias-motivated incidents, and a summary of any resources, including State grants, needed by the institution to effectively recruit and retain culturally diverse student body, faculty, and staff. Institutions are also required to enhance cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff.

The law requires that, on or before August 1 of each year, each institution shall submit its plan to the governing body of the institution for the governing body's review. Further, on or before September 1 of each year, the governing body of an institution shall submit to MHEC a progress report regarding the institution's implementation of its plan.

"Cultural diversity" is defined in SB 438 and HB905 as the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education. The USM institutions have taken a more inclusive approach to reflect guidance from the Attorney General's office dated May 15, 2008, that states, "a plan that will include race-conscious elements should not be implemented in a manner that will limit the elements of 'cultural diversity' solely to racial and ethnic considerations." Individual campus reports may be accessed at <http://www.usmd.edu/regents/agendas/ed060612.php>.

ALTERNATIVE (S): The plans are legislatively mandated and must be reviewed by the Board of Regents each year; there is no alternative identified.

FISCAL IMPACT: Fiscal impact is a function of resource needs identified by the institution.

CHANCELLOR'S RECOMMENDATION: That the Committee on Education Policy recommend that the Board of Regents approve for submission to MHEC the institutional programs of cultural diversity progress reports submitted in Spring 2012.

COMMITTEE RECOMMENDATION: Approval.

DATE: June 6, 2012

BOARD ACTION:

DATE:

SUBMITTED BY: Irwin L. Goldstein

(301) 445-1992

irv@usmd.edu



ANNUAL PROGRESS REPORT
on
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY
to the
BOARD OF REGENTS

June 6, 2012

Background

Effective 1 July 2008, Maryland Senate Bill 438 and House Bill 905 require institutions of higher education to develop and implement a plan for a program of cultural diversity. If the institution already has a program of cultural diversity, the law requires a plan for improving it. Institutional plans must include:

- an implementation strategy;
- a timeline for meeting goals;
- a description of the way the institution addresses cultural diversity among students, faculty, and staff;
- a description of how the institution plans to enhance cultural diversity, if improvement is needed;
- a process for responding to reporting campus-based hate crimes and bias-motivated incidents that may occur on campus;
- a summary of needed resources, including State grants, to effectively recruit and retain a culturally diverse student body, faculty, and staff; and
- instruction and training of the student body, faculty, and staff at the institution to enhance cultural diversity programming and sensitivity.

On or before July 1 of each year each institution is required to submit its plan to the governing body for review. On or before September 1 the governing body is required to submit a progress report regarding the institution's implementation of its plan to the Maryland Higher Education Commission.

Cultural diversity is defined in SB 438 and HB905 as the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education. However, the University System of Maryland (USM) has taken a more inclusive approach to cultural diversity based on advice from the Attorney General's Office as of May 15, 2008 that states: "a plan that will include race-conscious elements should not be implemented in a manner that will limit the elements of 'cultural diversity' solely to racial and ethnic considerations." Without exception, institutional programs of cultural diversity are explicitly linked to institutional mission, vision, core values, strategic plan, and in many cases accreditation standards. In implementing institutional plans, cultural diversity is viewed and applied in its broadest possible sense across USM institutions. Thus, there is variation as to how each institution approaches, implements, and enhances its program of cultural diversity. The implementation strategies, timelines, and resources for meeting the institutional goals of their programs vary as well, although there are common themes, elements, and approaches across USM institutions.

The 2012 Progress Report

Consistent with the requirements of this legislation, each USM institution submitted its plan for a program of cultural diversity to the Board of Regents for its initial review and approval in March 2009. This 2012 progress report provides a brief summary for the following six areas of the more detailed institutional progress reports that are attached:

- significance of an institutional plan for a program of cultural diversity;
- way an institution addresses cultural diversity among its students, faculty, and staff;
- enhancement of an existing program of cultural diversity;
- process for responding to reporting campus-based hate crimes and bias-motivated incidents;
- summary of any resources, including State grants, needed to effectively recruit and retain a culturally diverse student body, faculty, and staff; and
- instruction and training of the student body, faculty, and staff to enhance cultural diversity programming and sensitivity to cultural diversity.

As the Board of Regents requested in its initial review of institutional plans, demographic and participation data on student, faculty, and staff are provided in each institutional report. Although provided in separate institutional crime reports to the Board of Regents, summary institutional data are also provided on hate crimes and bias-motivated incidents in a table below.

For brevity, selected institutional examples are provided throughout this report solely to illustrate both the range and nature of responses to implementing and sustaining programs of cultural diversity. While comparisons of institutional programs of cultural diversity are inevitable, it is more important to note the commonality and consistency of efforts to implement such programs across USM institutions. Thus, exemplary transformative initiatives can be found in every USM institution.

The significance of an institutional plan for a program of cultural diversity

Institutional plans reveal considerable variation in the history, complexity, scope, organization, resource commitment, and level of institutional engagement in programs of cultural diversity across the USM. The successful development, implementation, maintenance, and as may be appropriate, modification of programs of cultural diversity work not only to promote an appropriate campus environment and climate, but continue to bring institutional recognition. Based on the most recently available data on the Top 100 Graduate Degrees Conferred for academic year 2009-2010 as cited in the national magazine, *Diverse Issues in Higher Education*, the **University of Maryland University College**, **University of Maryland Baltimore**, **University of Baltimore**, and **University of Maryland College Park** are all ranked for master's and doctoral degrees awarded to students of color. For example, the **University of Maryland University College** ranked fourth and the **University of Maryland, Baltimore** ranked 72nd in African-American master's degrees-all disciplines combined. *Diverse Issues in Higher Education* also found that for academic year 2009-2010, the **University of Maryland College Park** ranked fourth among AAU institutions in the production of doctoral degrees for African American students, and second among AAU institutions in undergraduate degrees. The institution placed 10th among AAU institutions in the production of doctoral degrees in engineering for Hispanic students.

Given the Chancellor's initiative on closing the achievement gap among low-income and underrepresented minorities and the institutional efforts to close this gap, it is noted that *Diverse* magazine ranks the **University of Maryland College Park** (20), **University of Maryland University**

College (24), Bowie State University (46), Towson University (89), Coppin State University (91), and the University of Maryland Eastern Shore (91) in the Top 100 for the conferral of bachelor's degrees to African Americans-all disciplines combined.

The way an institution addresses cultural diversity among its students, faculty, and staff.

Each institution offers various initiatives to address and advance cultural diversity among its students, faculty, and staff. Initiatives include, but are not limited to, diversity officers, diversity councils, specific courses, degree programs, special cultural programs, marketing, recruitment, bridge programs, retention, special cultural events, as well as faculty/staff development and training. Every institution addresses programs of cultural diversity through some variation of the following efforts. Full details can be found in the attached institutional reports.

- *Diversity Councils and/or Diversity Officers*

Eight USM institutions have formal established mechanisms for the leadership, accountability, and maintenance of their programs of cultural diversity by creating high-level diversity councils, offices, and/or appointing a chief diversity officer who reports to the president. Others use existing administrative structures or centers to provide leadership.

- Councils, Committees, Offices, and or Diversity Officers:

Frostburg State University (FSU): *President's Advisory Council on Diversity*

Salisbury University (SU): *Chief Diversity Officer, Office of Diversity, Salisbury University Governance Consortium Cultural Diversity Committee*

Towson University (TU): *Diversity Coordinating Council and TU Assistant to the President for Diversity, Office of Diversity and Equal Opportunity*

University of Baltimore (UB): *Office of Diversity Education*

University of Maryland Baltimore (UMB): *Diversity Advisory Council*

University of Maryland Baltimore County (UMBC): *Diversity Council, Program Coordinator for Faculty Diversity*

University of Maryland College Park (UMCP): *Office of University Diversity, Office of Multi-Ethnic Student Education, the LGBT Equity Center, the Nyumburu Cultural Center, and the Office of Diversity Education and Compliance and newly appointed Chief Diversity Officer, and to be established a Diversity Advisory Council*

University of Maryland University College (UMUC): *Office of Diversity Initiatives*

- Administrative Diversity Structures and Centers:

The **Frostburg State University** Center for Student Diversity comprised of several units offers programs and services for (a) African American Student Development, (b) Asian Pacific Islander/Latino Student Development, (c) Lesbian Gay Bisexual and Transgender Student Development, (d) Women's Resources, (e) Campus Ministries, and (f) Student Success Programs (SAGE & CEEP). The **University of Baltimore** Diversity Culture Center launched the International Friendship Program to ease transition into American culture and the university setting for new international

students. **The University of Maryland College Park** Center for Minorities in Science and Engineering offers a range of programs and activities to recruit, retain and graduate African American, Hispanic, and Native American students. The **UMBC Center for Women in Technology** identifies those areas in engineering and technology where women are underrepresented and offers support for them.

- *Cultural Diversity through Academic Programs*

All institutions offer a variety of required and/or elective courses across multiple disciplines in general education and majors that promote and support cultural diversity, including study abroad. Likewise, there are many examples of degree programs that promote and advance cultural understanding and competence. **Coppin State University** recently received approval to offer its first bachelor's degree program entirely online. A central focus will be on providing educational access to Coppin's partners in Egypt at the Akbar Elyom Academy, its extended university community in Barbados, and newest course exchange partners in Korea at Chonnam University. **Frostburg State University** enhances curricular cultural diversity through the Women's Studies program, the International Studies program, and the Undergraduate Education Initiative. **Towson University** provides an academic approach to cultural diversity training both by including diversity within the core curriculum requirements and offering specific academic programs and majors related to cultural diversity. The **University Maryland College Park** is continuing its movement towards Fall 2012 implementation of a new general education curriculum. A key component of this new curriculum is an emphasis on diversity as measured in the concepts of (1) understanding plural societies and (2) cultural competence. The **University of Maryland Baltimore** Schools of Dentistry, Law, Medicine, Pharmacy, Nursing, and Social Work all have programs and selected courses for ensuring that students develop cultural competence. The **University of Maryland University College** offers an 18 credit hour certificate in diversity awareness in addition to three courses in the Undergraduate School curriculum.

- *Cultural Diversity through Special Programs, Initiatives, Experiences, and Opportunities*

All USM institutions provide for cultural diversity through tailored special programs, initiatives, exposures, and opportunities for students, faculty, and staff. The **University of Maryland Baltimore County's** Minority Access to Research Careers Undergraduate Student Training in Academic Research (MARC U*STAR) Program, renewed through May 2015, will continue to provide financial support, academic advising, and professional development to an anticipated 34 undergraduate junior and senior underrepresented minorities each year. The **Towson University Speak Up!** Program supports and sustains university-wide transformation and provides members of the campus community with the tools necessary to challenge everyday bigotry. The **University of Maryland Eastern Shore's** plan for student access and opportunity emphasizes the matriculation of non-African-American students and includes retention and graduation goals for these students. The **Salisbury University STEM Initiatives and Diversity** enables the Henson School faculty to sponsor activities for minority students interested in careers in STEM and health profession fields. The **University of Maryland Baltimore County** is piloting a Postdoctoral Fellows Program for Faculty Diversity.

Institutional enhancement an existing program of cultural diversity.

Expanding cultural diversity beyond the narrow consideration of race and ethnicity has enabled institutions to strengthen their programs of cultural diversity. Articulation as core values or themes in institutional strategic plans, has led to the development and implementation of a specific institutional diversity strategic plan such as at the **University of Maryland College Park**, a first in its history. Another important element in improving existing programs is the integration of programs of cultural diversity with initiatives to close the achievement gap and to increase unrepresented minority student participation in STEM fields. Through on-going school or college, and department level strategic planning, assessment and evaluation of efforts, as well as the creation of institution-wide teams, institutions have linked their programs of cultural diversity with their efforts to close the achievement gap and be more inclusive in STEM disciplines. Institutions that have explicitly linked diversity and achievement gap initiatives include, **Frostburg State University, Salisbury University, Towson University, University of Baltimore, University of Maryland Baltimore County, University Maryland College Park, University of Maryland Eastern Shore, and University of Maryland University College.**

Through such linkages institutions have fostered a level of inclusiveness essential to serving all citizens of the state of Maryland. One example of institution-wide enhancement activities is Phase II of the **Towson University Reflective Process of Diversity** a university-wide institutional diversity transformation initiative. Phase II involves the identification of diversity goals by university departments. **Bowie State University** implemented an Affirmative Action Plan that articulates the University's continued commitment to providing equal access, equity and fairness to its employees, applicants for employment and applicants for admission. The EEO Compliance Office at **Frostburg State University** has implemented a Minority Recruitment Plan and Retention Strategies, including the assignment of an Equity Officer to each college or division to help monitor and coordinate diversity initiatives.

Process for responding to reporting campus-based hate crimes and bias-motivated incidents

All institutions have a formal process for reporting campus-based hate crimes and bias-motivated incidents under the federal requirements of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, as amended. However, institution-wide response to such incidents involves offices outside of the criminal justice function to systematically address and calm potentially disharmonizing reactions in the overall campus environment.

Table 1 summarizes the campus-based hate crimes and bias-motivated incidents reported by institutions.

	BSU	CSU	FSU	SU	TU	UB	UMB	UMBC	UMCP	UMES	UMUC
Students	0	0	1	0	17	0	0	0	6	0	0
Faculty	0	0	0	0	1	0	0	0	2	0	0
Staff	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	1	0	18	0	0	1	8	0	0
Unless differentiated, the TOTAL in each column reflects hate crimes not identified in an institutional report as affecting students, faculty, or staff.											

Summary of any resources, including State grants, needed to effectively recruit and retain a culturally diverse student body, faculty, and staff.

Although institutions have been resourceful in reallocating, finding, and securing additional resources to support their programs of cultural diversity, there are severe budgetary challenges to their efforts. The adequacy and sustainability of resources severely inhibits their aggressive pursuit of institutional cultural diversity goals. The following examples illustrate the range of these challenges and the limits imposed on institutions. The attached institutional reports provide the details of their particular resource needs.

Coppin State University estimates that the addition of two new faculty within the School of Management Science & Economics could run as much as \$190,000. **Frostburg State University**, in 2009, estimated that its Cultural Diversity Program required an additional \$214,000 in funding. Over the last two years, FSU has been unable to provide these additional funds. **University of Maryland College Park** was recently awarded a 5-year, \$3.2 million NSF grant (and augmented it with a major contribution of in-kind funding from the University) to fund the ADVANCE Program for Inclusive Excellence that aims to improve rates of retention and advancement of women faculty by fostering changes in institutional culture. However, the University needs additional resources to support the recruitment of diverse faculty and provide special faculty development and retention programs (\$3 M); develop special initiatives to close the student achievement gap (\$940 K); and enhance its student recruitment activities at the undergraduate and graduate levels, especially in the form of need-based scholarships and fellowships (\$5 M), a total of \$8,940,000. **University of Maryland Eastern Shore** indicates that it does not have funds dedicated to recruit and retain a culturally diverse student body, faculty, and staff.

Instruction and training of the student body, faculty, and staff to enhance cultural diversity programming and sensitivity.

Enhancing cultural diversity programs and sensitivity through instruction and training is an ongoing process and series of activities carried out in myriad ways across USM institutions. As indicated above there are courses and degree programs that focus on and promote cultural sensitivity for students. Clearly, these courses and programs could not have evolved without a cadre of cultural sensitive faculty and staff. There is an assortment of cultural sensitivity instruction and training in the professional development activities for faculty and staff across

institutions addressing, for example, recruitment, selection, and hiring of a diverse faculty and staff. **Salisbury University** offers sessions on such topics as sexual harassment prevention, prevention of discrimination and other forms of harassment, and teaching in a diverse classroom. **Frostburg State University** has a mentoring program to help new faculty and staff feel welcomed and a part of the campus community. **University of Baltimore** is working with an external consultant to develop an online tutorial to be implemented fall 2012 for faculty, staff, and graduate student assistants to acquaint them with the basics of ADA and its relationship to teaching. The Office of Equal Employment Opportunity Programs at **Bowie State University** has conducted training sessions to increase awareness of such issues as sexual harassment, reasonable accommodations for individuals with disabilities, structured interviewing techniques, Title IX of the Education Amendment Act of 1972, and discrimination.

Conclusions

In this third progress report on institutional programs of cultural diversity, particularly noteworthy is the evolution of a natural and important connection that institutions are making between cultural diversity and closing the achievement gap, complemented by initiatives to address broader minority representation in STEM fields. While still evolving, these connections reveal a heightened commitment to the effective deployment of severely constrained resources to achieve institutional cultural diversity goals and meet access, retention, and graduation goals.

Finally, the USM, Maryland Higher Education Commission (MHEC), Maryland Independent College and University Association (MICUA), and the Community College System have been working collaboratively to develop a template that allows for the collection of information and data in ways that do not impose unnecessary burden on institutions to comply with the requirements of the statutes. It is possible that the next progress report on programs of cultural diversity to the Board of Regents will be based on a different and mutually agreed upon template than the one used for this report.