TOPIC: Annual Progress Report on Programs of Cultural Diversity

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: June 5, 2013

SUMMARY: Maryland statute requires 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 and 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 a 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 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 the Maryland Higher Education Commission a progress report regarding the institution's implementation of its plan.

"Cultural diversity" is defined in Maryland statute 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." This summary report and individual campus reports are available on the USM website.

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 and Student Life recommend that the Board of Regents approve the Annual Progress Report on Programs of Cultural Diversity submitted in Spring 2013.

COMMITTEE RECOMMENDATION: Approval		DATE: June 5, 2013
BOARD ACTION:		DATE:
SUBMITTED BY: Joann Boughman	301-445-1992	jboughman@usmd.edu

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

June 5, 2013

Background

Effective 1 July 2008, Maryland Senate Bill 438 and House Bill 905 required institutions of postsecondary education to develop and implement a plan for a program of cultural diversity to the Maryland Higher Education Commission (MHEC) through their respective governing boards by September 1, 2013. In December 2013, MHEC will publish a Cultural Diversity Report for Maryland Public Postsecondary Education. This new report will replace MHEC's Minority Achievement Report and will fulfill the requirements for Education §11-406 (Plan for Cultural Diversity). In order to prepare this report, MHEC has asked two-year and four-year public institutions to submit a narrative outlined below.

Institutional submissions for the 2013 Cultural Diversity Report should provide the following:
1. A summary of their institutional plan to improve cultural diversity as required by Education §11-406. Include all major goals, areas of emphasis, and strategies for implementation. Also provide an explanation of how the plan and progress are being evaluated. Please indicate where progress has been achieved and areas where continued improvement is needed.
2. A description of efforts to increase the numerical representation of traditionally underrepresented groups among 1) students, 2) administrative staff, and 3) faculty. This section of the report should detail initiatives designed to recruit and retain traditionally underrepresented students, staff, and faculty. Focus on both campus-wide and program specific initiatives.
3. A description of efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus. This section of the report should detail 1) faculty and staff cultural training programs, 2) curricular initiatives that promote cultural diversity in the classroom, and 3) co-curricular programming for students.
4. If needed, each institution should also describe other initiatives that are central to their cultural diversity plan that are not captured in Sections 2 and 3.

MHEC will supplement the information institutions provide with previously submitted University System of Maryland USM institutional data on staff/faculty representation and student enrollment, retention, and graduation. All data MHEC provides will be disaggregated by race/ethnicity. Additionally, information on Pell Grant students will be reported. However, since the inception of reporting requirements, the Board of Regents of the USM has required demographic data in each USM institutional report.

Cultural diversity is defined in SB 438 and HB 905 as the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education. However, the 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 and updating institutional plans, cultural diversity is viewed and applied in the 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 2013 Progress Report

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 and an annual report each year thereafter. This 2013 progress report provides a brief summary of the sections outlined above and of the more detailed institutional progress reports that are attached. As requested by the Board of Regents demographic and participation data on student, faculty, and staff are provided in each institutional report. However, for brevity, selected institutional examples are cited throughout this report solely to illustrate both the range and nature of responses to implementing, improving, 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 strengthen such programs across USM institutions. Thus, exemplary transformative initiatives can be found in every USM institution.

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 necessary, modification of programs of cultural diversity work not only to promote an appropriate campus environment and climate, but continue to bring institutional recognition. In 2012, *Diverse Issues in Higher Education* ranked the **University of Maryland, College Park** among the top 20 producers of doctoral degrees in computer and information sciences, engineering, mathematics, and statistics for all minorities combined. **University of Maryland, Baltimore** and the **University of Baltimore** are ranked respectively among the top 75 producers of professional doctoral degrees awarded to African Americans. The **University of Maryland, Baltimore** is ranked twelfth for professional doctoral degrees earned by African Americans. The **University of Maryland University College**, **Bowie State University**, **University of Maryland, Baltimore**, and **University of Maryland, College Park**, are ranked respectively among the top 75 producers of African American master's degrees in all disciplines. The **University of Maryland, College Park** is ranked among the top 20 universities awarding undergraduate degrees in the following disciplines: biology and biomedical science, computer and information science, and engineering. Among Asian American master's degrees produced, **University of Maryland University College** and the **University of Maryland, College Park** are ranked respectively among the top 50.

Institutional Improvements of Programs of Cultural Diversity

Expanding cultural diversity beyond the narrow considerations of race and ethnicity has enabled institutions to strengthen and advance their programs. Articulation of diversity in the mission and as a core value or theme in institutional strategic plans, has led to the development and implementation of specific institutional diversity strategic plans such as in the **University of Baltimore**, **University of Maryland, College Park,** and **University of Maryland University**

College. 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.

Salisbury University's Office of University Analysis, Reporting, and Assessment (UARA) provides an annual statistical profile of its students, faculty, and staff to help Salisbury evaluate the current University profile. These results are shared with stakeholders at the University, including representatives from Academic Affairs, Student Affairs, and Finance and Administration. Information is reported through the various shared governance bodies at SU so that the larger community can participate in discussions about cultural diversity on campus.

The **Towson University** Diversity Coordinating Council, charged with facilitating the establishment and maintenance of an inclusive campus environment, consists of high-level administrators and serves as a visible expression of the priority given to the issues of diversity on Towson's campus. The *President's Task Force on Bias, Discrimination and Bullying* was established in 2012 to inform and address immediate concerns directly with the President, review data and identify facts related to formal and informal complaints, to share and coordinate information and action with Towson's Diversity Coordinating Council and Diversity Action Committee and to incorporate the work of Towson University's Diversity Action Plan: Phase II, including campus-wide education on discrimination and privilege, and to coordinate with the *Student Task Force against Bias, Discrimination and Bullying*. Towson remains in Phase II of the *Reflective Process for Diversity* implementation plan that involves the identification of diversity goals by university departments. While all of the departments within administrative divisions have identified diversity goals and in many cases are on their third annual cycle of assessment and evaluation, the University continues to work with academic colleges and departments to develop plans that will facilitate their ability to identify practical and sustainable diversity goals for their respective units.

The **University of Baltimore's** Diversity and Culture Center takes the leading role in coordinating and offering opportunities for students to gain access to structured programs. With regard to students who have traditionally been underserved at the high school level, particularly within the city of Baltimore, the Summer Bridge Program has allowed the institution to offer underprepared students better access to enrollment at UB.

Efforts to Increase Numerical Representation of Underrepresented Groups among Students, Administrative Staff, and Faculty:

Bowie State University has increased its efforts to hire and retain veterans and individuals with disabilities posting job vacancies announcements with Maryland Workforce Exchange and Maryland Department of Rehabilitative Services. One ongoing strategy at **Frostburg State University** is to increase minority enrollment by sending electronic and paper communications to underrepresented students. Through the Student Search Service Company, the Office of Admissions has purchased an increasing percentage of minority names over the last five years from the pool of students who take the PSAT in their junior year of high school. **Salisbury University's** Office of Admissions has developed a Diversity Recruitment Plan targeting African American, Hispanic, and Asian students. The plan includes multiple strategies to reach potential applicants, including beginning a pilot program to conduct on-site admissions programs at feeder high schools with large diverse populations. One of Salisbury's most successful initiatives is the Powerful Connections Program, which assists underrepresented, first-year students with a successful transition to college-level work and facilitates their sense of connectedness to the University community. The Salisbury *TRIO* grant, in its second year of implementation, offers assistance for first-generation, low-income, and differently-abled students at SU.

Towson University began its *Top Ten Percent Admissions Program* in fall 2005 with the goals of recruiting, retaining, and graduating students specifically from the immediate Baltimore metropolitan area. A large number of the students entering in fall 2005 as part of this program were not well prepared for success in a college setting. As this first cohort moved to the second year, TU observed a significant decline in retention and realized that many students in the program with low SAT scores were not successful. Consequently, in fall 2006 Towson began to offer a segment of *Top Ten Percent Admissions Program* applicant's dual admission to Baltimore City Community College or the Community College of Baltimore County rather than direct admission into Towson. These students were guaranteed admission to Towson upon completion of their AA degree.

University of Maryland, College Park efforts to increase the number of students of color focus on: (1) outreach (for example, hosting a College Access Conference); (2) recruitment (for example, holding recruitment program sessions and tours in Spanish); (3) strategies to monitor and review applications from underrepresented students; and (4) yield strategies (for example, an overnight program that targets underrepresented students who have been admitted). The targeted student programs include *Maryland Pathways Program, Academic Achievement Program, Office of Multi-Ethnic Student Education, Center for Minorities in Science and Engineering, Incentive Awards Program, and the Student Success Initiatives.* With respect to faculty, The Chief Diversity Officer and the Associate Provost for Faculty Affairs are partnering to address issues related to the underrepresentation and disparities in retention and rates of tenuring underrepresented minority faculty. Planning is underway to launch a task force to focus specifically on this issue. Also, a task force on Appointments, Promotion & Tenure (APT) is currently revising the criteria and process, considering how the diversity of faculty and the diversity of faculty research and scholarship impact the equity of the APT process.

Efforts to Create Positive Interactions and Awareness among 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.

- *Instruction and Training of the Student Body, Faculty, and Staff*

Enhancing cultural diversity programs and sensitivity through instruction and training is an ongoing and ever changing process and series of activities carried out in a myriad of ways within and 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 developed without an evolving cadre of culturally 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 that address, for example, recruitment, selection, and hiring of a diverse faculty and staff, as well as students, domestic and international. **Salisbury University's** Fair Practices Office offers workshops on best practices for creating a successful work environment with employees from diverse backgrounds. The Horizons program is an initiative designed to promote awareness of gay, lesbian, bisexual, and transgender issues on campus, providing training for faculty, students, and staff. **Frostburg State University** offers college-readiness and bridge programs that help prepare underrepresented students for postsecondary education as well as other targeted initiatives. **University of Baltimore** under a new shared governance structure composed of students, faculty, and staff is revising its diversity plan for fall 2013 implementation. In 2012, **Towson University** established the President's Task Force on Bias, Discrimination and Bullying to work with the Student Task Force against Bias, Discrimination and Bullying to share and coordinate information and action with TU's Diversity Coordinating Council and Diversity Action Committee and to incorporate the work of Towson University's Diversity Action Plan.

- *Diversity Councils and/or Diversity Officers*

Eight USM institutions have established organizational units 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.

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

    Frostburg State University: *President's Advisory Council on Diversity*
    Salisbury University: *Chief Diversity Officer, Office of Diversity, Salisbury University Governance Consortium Cultural Diversity Committee*
    Towson University: *Diversity Coordinating Council and TU Assistant to the President for Diversity, Office of Diversity and Equal Opportunity, Diversity*

> *Action Committee*
> **University of Baltimore**: *Office of Diversity Education*
> **University of Maryland, Baltimore**: *Diversity Advisory Council*
> **University of Maryland, Baltimore County**: *Diversity Council,*
> *Program Coordinator for Faculty Diversity*
> **University of Maryland, College Park**: *Office of University Diversity, Office of Multi-Ethnic Student Education, the LGBT Equity Center, the Nyumburu Cultural Center, the Office of Diversity Education and Compliance, a newly appointed Chief Diversity Officer, and the forthcoming Diversity Advisory Council*
> **University of Maryland University College**: *Office of Diversity Initiatives*

o Administrative Diversity Structures and Centers:

The **Frostburg State University** Center for Student Diversity is comprised of several units and 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 **University of Maryland, Baltimore County 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. **Bowie State University** promotes and advances cultural awareness through its academic programs and specific courses in Psychology, Social Work, Nursing, and Education 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 diversity-related 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 **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. **Salisbury University** students, faculty, and staff routinely work with people from diverse cultures in the local community as part of their educational mission, but also as a way to demonstrate one of Salisbury's core values, that being engaged citizens means making a connection between what students learn and how they live. With that value in mind, Salisbury is engaged with the local Eastern Shore community in numerous activities that help develop a spirit of appreciation for diverse cultures. The **University of Maryland, Baltimore County** is piloting a Postdoctoral Fellows Program for Faculty Diversity. At **Coppin State University** the Office of Human Resources offers a variety of workshops that support cultural diversity. These workshops are offered on a regular basis and are available to all members of the campus community at least two times per year.

Conclusion

In this fourth progress report on institutional programs of cultural diversity, particularly noteworthy is the continuing institutional assessment of an important connection 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 limited resources to achieve institutional cultural diversity goals and meet access, retention, and graduation goals generally and in specialized disciplines.