



University of Maryland University College

FY2013 – FY2014 Annual Progress Report

On

Programs of Cultural Diversity

April 2, 2014



University of Maryland University College

Office of Diversity Initiatives

April 2, 2014

Dr. John Wolfe
Assoc. Vice Chancellor for Academic Affairs
Diversity and Academic Leadership Development
Academic Affairs
University Systems of Maryland
3300 Metzert Road
Adelphi, MD 20783-1690

Dear Dr. Wolfe:

Attached please find University of Maryland University College's (UMUC) FY 2013 – FY 2014 Annual Progress Report on Programs of Cultural Diversity.

Please feel free to contact me should you have any questions.

Sincerely,

A handwritten signature in blue ink, appearing to read "Blair H. Hayes".

Blair H. Hayes
Vice President Diversity Initiatives and
University Ombudsman

Enclosure

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University of Maryland University College
FY2013-FY2014 Annual Progress Report
On
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28 March 2014

As outlined in Senate Bill 438 and House Bill 905, passed by the Maryland General Assembly, University of Maryland University College (UMUC) has prepared the FY 2013-2014 UMUC Annual Progress Report on Programs of Cultural Diversity. UMUC promotes a climate for diversity and inclusion to ensure that students, faculty, and staff value the variety of perspectives, experiences, and backgrounds that are comprised within UMUC. Contained within this report is the progress that UMUC has made since the submission of the formal plan to the University System of Maryland (USM) in 2009.

I. Status of Implementation Efforts and Demographic Data on Student, Faculty, and Staff Participation by Activity Delineated in Institutional Plans

The Institutional Diversity Plan for UMUC was developed to maintain high standards in its recruiting, cultivation, and development of staff and faculty while promoting diversity. The UMUC Core Values have been implemented and communicated throughout the University to promote cultural diversity, creativity, and respect of all individuals. The UMUC Core Values are: 1) Students First, 2) Accountability, 3) Diversity, 4) Integrity, 5) Excellence, 6) Innovation, and 7) Respect. These core values along with the programs developed through the Office of Diversity Initiatives provide the platform for diversity and inclusion to continue to spread throughout the University.

The “Plan for Programs of Cultural Diversity” included the following key areas of implementation:

- Monitoring and Reporting
- Students
- Academic Programs
- Faculty
- Staff
- Recruitment of Staff and Faculty

A. Monitoring and Reporting

The Offices of Human Resources, Planning and Research, and Diversity Initiatives combine to monitor the demographic trends throughout the University. The University monitors student enrollments, staff demographics, and faculty demographics to identify potential trends that have emerged. Additionally, to ensure that the University continues to be inclusive of the community, the University tracks all Marketing and Communications messaging to broaden the message and maintain cultural sensitivity.

Regular reports are provided to the leadership of the University to communicate the current trends emerging regarding UMUC demographics. These reports include:

- The Faculty, Staff, and Student Data Report
- The Term Enrollment Report
- The Sexual Harassment Training Module Completion Report
- The Monthly Global Headcount Report

Over the past year, the Office of Diversity Initiatives has continued to deliver several Diversity Awareness Training Programs throughout the University. The Office of Diversity Initiatives, along with the Office of Human Resources, tracks participation to ensure that staff and faculty are continuously being educated on diversity and inclusion.

Diversity Initiatives tracks EEO inquiries and complaints that are filed on an annual basis. All individuals that inquire about potential instances of discrimination or sexual harassment are contacted and investigations occur. Tracking forms are utilized to track formal EEO investigations to ensure that complainants and respondents are notified of the findings.

An Affirmative Action plan is developed annually to track progress related to the hiring of minorities, women, veterans, and individuals with disabilities. Working with an external third party vendor provides UMUC with an unbiased examination of hiring trends. This thorough analysis of the workforce reveals that UMUC is in full compliance with discrimination guidelines and that there is no evidence of discrimination in any form.

In the Fall of 2013, the Diversity Office was rebranded the Diversity and Equity Office and was restructured. The Diversity and Equity Office includes the Fair Practices and Compliance Team, the Accessibility Services Office (Formerly Disability Services), and the Director of Multicultural Training and Programming. Further, the former Director of Diversity Initiatives was promoted to Vice President of Diversity and Ombudsman for the University. This change required that all areas of the EEO and Fair Practice Compliance were reassigned to the Assistant Vice President of Fair Practices and Compliance.

B. Students

UMUC continues to be among the most diverse USM institutions. The diversity of the student body has remained stable over the past year, with minor changes within some of the under-represented groups that we are tracking. As shown in Table 1 below, the total number of students enrolled at UMUC locations in Maryland increased slightly by 148 from Fall 2011 to Fall 2012. The ratio of historically under-represented demographic groups remained constant over the past year. White students constituted 40% of the student body in the Fall of 2012, with under-represented minorities at 46% and individuals with two or more races at 2%, compared to 39% white and 48% under-represented minorities and individuals with two or more races at 2% in Fall 2011.

UMUC's student population was 48% male and 52% female in Fall 2012, which is consistent with the gender proportions in Fall 2011. The African-American subpopulation is 60% female and 40% male, while the White student subpopulation is 46% female and 54% male.

	Baseline: 2008-2009				2010-2011				2011-2012				2012-2013			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/ Black	10875	33	3699	7176	13718	35	5115	8603	15169	36	5814	9355	14195	34	5619	8576
American Indian or Alaska Native	198	1	81	117	196	1	87	109	188	0	81	107	186	0	82	104
Asian	1791	5	899	892	1926	5	1043	883	2014	5	1083	931	1938	5	1042	896
Hispanic/ Latino	1739	5	827	912	2477	6	1171	1306	2941	7	1428	1513	3166	7	1642	1524
White	13291	40	6689	6602	15171	39	7759	7412	16565	39	8762	7803	16713	40	9121	7592
Native American or other Pacific Islander					79	0	32	47	99	0	37	62	160	0	68	92
Two or more races					477	1	208	269	849	2	267	482	1009	2	454	555
Did not self identify	5414	16	2257	3157	4790	12	1954	2836	4252	10	1770	2482	4305	10	1926	2379
Total	33308		14452	18856	38834		17369	21465	42077		19342	22735	41672		19954	21718

**Note: The table above does not include data related to Non-Resident Aliens (2012-2013: Male = 252 and Female = 344).

C. Academic Programs

As an institution of higher learning, UMUC is committed to educating students and this includes educating students about various aspects of diversity. Three courses have been designed and developed within the Behavioral and Social Science curriculum to enhance diversity knowledge. These courses include:

- BEHS 220 - Diversity Awareness
- BEHS 320 - Disability Studies
- BEHS 453 - Domestic Violence

These courses are part of the Undergraduate School curriculum and the Diversity Certification program (described below).

Table 2. Diversity Courses Participation

Courses	# of Participants
Diversity Awareness	395
Disability Studies	170

Additional courses are provided for individuals from under-represented populations to provide them with study and writing skills necessary for academic success. These courses include:

1. EDCP 100 – Principles & Strategies of Successful Learning. This course is an optional 3-credit course that serves as an introduction to knowledge and strategies designed to promote success in the university environment. The focus is on developing the study, interpersonal, and self-management skills and attitudes needed to achieve academic objectives. The topics included in the course are the university's mission, resources, and requirements.
2. Intensive Writing Courses – Courses are offered for speakers of native languages other than English. These include Introduction to Writing; Business Writing; Advanced Expository & Research Writing; and Technical Writing.

D. Faculty

Table 3 depicts the ethnicity and gender demographics for UMUC faculty as of Fall 2012. The largest group (69% in Fall 2012) of faculty are those classified as “White”. Many faculty members decline to identify their race or report as “other”. The second largest group of faculty is African-American/Black faculty members at 16% as of fall 2012, compared to 14% in fall 2011. This is viewed as a slight increase (2%) and reflects continuing efforts to diversify the UMUC faculty. Asian, Hispanic/Latino, and American-Indian faculty represent smaller segments of the total faculty at a combined 11% of the total faculty representation. The number of Asian/American faculty increased by 21% to 186 in Fall 2012 from 154 in Fall 2011.

Males comprise 56% of the faculty and females 44% as of Fall 2012.

	Baseline: 2008-2009				2010-2011				2011-2012				2012-2013			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/ Black	137	8	80	57	155	7	84	71	340	14	172	168	426	16	204	222
American Indian or Alaska Native	14	1	10	4	13	1	10	3	19	1	13	6	19	1	12	7
Asian	68	4	55	13	67	3	57	10	154	6	116	38	186	7	132	54
Hispanic/ Latino	21	1	12	9	26	1	15	11	60	2	36	24	69	3	42	27
White	788	45	476	312	823	39	475	348	1654	69	945	709	1844	68	1049	795
Native American or other Pacific Islander									1	0	1	0	1	0	1	0
Two or more races									3	0	2	1	8	0	5	3
Did not self identify	705	41	398	307	1043	49	578	465	108	4	53	55	102	4	54	48
Total	1733		1031	702	2127		1219	908	2402		1338	1001	2655		1499	1156

**Note: The table above does not include data related to Non-Resident Aliens (2012-2013: Male = 42 and Female = 15).

E. Staff

As shown in Table 4 below, the total number of staff employed at UMUC Stateside locations increased by 5% in 2012 compared to 2011, to 1079 from 1023. The proportions of African-American/Black staff increased to 34% in Fall 2012 from 32% in Fall 2011. The number of African-American/Black female staff increased by 13% to 297 from 254 in Fall 2011. The proportion of White staff remained unchanged in Fall 2012 from Fall 2011. Overall, the proportion of female staff remains virtually unchanged over the past year.

	Baseline: 2008-2009				2010-2011				2011-2012				2012-2013			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	239	26	58	181	266	27	62	204	332	32	78	254	373	34	76	297
American Indian or Alaska Native	2	0	2	0	3	0	2	1	1	0	0	1	3	0	2	1
Asian	64	7	22	42	60	6	15	45	65	6	23	42	67	6	28	39
Hispanic/Latino	22	2	9	13	28	3	8	20	31	3	8	23	32	3	9	23
White	349	39	122	227	398	40	142	256	454	44	173	281	491	44	183	308
Native American or other Pacific Islander					1	0	0	1	2	0	0	2	1	0	0	1
Two or more races					2	0	0	2	22	2	3	19	15	1	4	11
Did not self identify	229	25	82	147	227	23	83	144	116	11	32	84	97	9	30	67
Total	905		295	610	985		312	673	1023		318	705	1079		332	747

**Note: The table above does not include data related to Non-Resident Aliens (2012-2013: Male = 9 and Female = 16).

F. Recruitment of Staff and Faculty

The Office of Human Resources and Diversity Initiatives have partnered to examine UMUC recruiting and hiring practices. To ensure that all job searches are inclusive and that there is no implicit or explicit discrimination against any individuals, all members of search committees continue to be instructed as to what are legal and illegal interview questions. Sample questions are provided to interviewers that indicate what appropriate interview questions are pertaining to:

- Age
- Gender
- Citizenship
- Criminal Record
- Health and Physical Abilities
- Family/Marital/Parental Status
- Military

- National Origin
- Race or Skin Color
- Religion
- Residence

Additionally, as a core value, diversity is included in behavioral interview questions for leadership, management, and staff hiring. The Diversity Core Value states that UMUC recognizes that “each individual brings value to our university and our results.” Each interviewer is asked to prepare behavioral questions that gauge the interviewees experience and expertise in working in diverse environments. Further, all interviewers are required to ask the same standard interview questions for all candidates to ensure that all interviews are consistent and no bias is introduced to the interview process.

II. Progress on Meeting Goals as Stated in Plan

As outlined in Section I, UMUC continues to make significant progress against the original UMUC Cultural Diversity Plan. As the University continues to grow both locally and internationally, the Cultural Diversity Plan is an integral part of the strategic objectives and mission of the University. Decisions made regarding educational program development, hiring, training, and EEO compliance are made with the Cultural Diversity Plan as a reference. Further, organizational restructuring and large-scale personnel actions are made with demographics and any potential adverse impacts being considered. The plan continues to be part of the strategic approach to diversity and will be amended as the President and the Vice President of Diversity continue to chart the direction of the office.

III. A Description of the Way the Institution addressed Cultural Diversity Among Students, Faculty, and Staff

To expand cultural diversity awareness among students, faculty, and staff, numerous programs and communications were developed for the University. The UMUC Diversity Poster series has continued throughout the University with the development and distribution of posters highlighting cultural and heritage month celebrations across the globe. In conjunction with the Marketing Team, diversity posters have been developed highlighting the following cultures, heritages, and diversity events:

- African-American Heritage Month
- Asian-Pacific American Heritage Month
- Caribbean-American Heritage Month
- Constitution Day
- Disability Employment Awareness Month
- Earth Day/Arbor Day

- Gay, Lesbian, Bisexual, Transgender Pride Month
- German-American Heritage Month
- Hispanic-American Heritage Month
- Independence Day
- Irish-American Heritage Month
- Jazz Appreciation
- Martin Luther King Jr. Day of Service
- National American Indian Heritage Month
- Polish-American Heritage Month
- UMUC Core Value Posters
- UMUC Equal Opportunity Officers Contact Posters
- Universal Human Rights Day
- Women's Equality Day
- Women's History Month
- World Religion Day

Posters are displayed in each department and each of the public spaces throughout UMUC locations. To further communicate information regarding a particular Heritage or Cultural theme, announcements are included in weekly newsletters that are received by all staff and faculty. Additionally, to ensure that UMUC students are receiving the diversity messaging, we utilize UMUC's social media platform to engage all students in the virtual diversity discussion.

Throughout the year, tools and resources were provided to support awareness of diversity and federally recognized cultural holidays. Additionally, in September, UMUC recognized U.S. Constitution Day by distributing pocket-size constitutions.

An integral part of the cultural diversity efforts at UMUC are the outreach activities in which the students, alumni, faculty, and staff are engaged. Individuals throughout UMUC are provided with opportunities to participate in outreach activities that enable them to work across cultural differences in the community. In 2013, UMUC sponsored three dragon boat events for the UMUC Virtual Dragons. The dragon boat festivals are events that began as a celebration of Asian culture and provide individuals from all backgrounds the opportunity to work together during dragon boat races. A total of 75 paddlers (UMUC staff, students, and alumni) competed in the 12th Annual Washington DC Dragon Boat Festival, the 2013 National Harbor Dragon Boat Regatta, and the 1st Carolina Beach Dragon Boat Festival. UMUC also sponsored the UMUC Tigers Softball Team, comprised of 27 UMUC staff, alumni, and students in the Maryland-National Capital Parks and Planning

Commission Department of Parks and Recreation for Prince Georges County Summer Slow Pitch Softball League.

Over the course of the past year, Diversity Initiatives has supported events to raise awareness about a variety of cultural diversity themes. These luncheon lectures and discussion events are designed to provide staff, students, and faculty with an opportunity to learn more about the cultural theme for the month and to engage in a dialogue with other attendees. The events for the past year included:

- January – “I Have a Dream: Martin Luther King Jr.” (Documentary)
- February – “Lessons from Little Rock” – Terrence Roberts (Lecture)
- March – “Women in Education: Celebrating Differences and Making a Difference” – Lisa Bernstein (Lecture)
- March- “The Irish Empire: A World Apart”(Documentary)
- April – “A Green Fire” – Marianne Pettis, Executive Director of the James and Ann Robinson Foundation (Lecture)
- June – “The Times of Harvey Milk” (Documentary)
- June – Ewabo Caribbean Calypso Band (Lecture and Performance)
- September – “Ancient Indigenous Civilizations of Mesoamerica” – Eileen Torres (Lecture)
- October – “It’s What People Can Do” – Anne Sommers, Director of the National Council of Disability (Lecture)
- November – “A History of American Indian Achievement” (Documentary)
- December – “Raymond Wong’s Chinatown” – Raymond Wong (Lecture)

IV. Status of Institutional Enhancement of Programs of Cultural Diversity, if improvement was needed

In response to discussions with Muslim-American staff within the University, specific procedures and protocols were put in place for staff to follow during the Ramadan Observance. From sunset on July 8, 2013 through August 7, 2013 quiet space was designated in the Adelphi and Largo locations for staff observing Ramadan to utilize during the course of the day. Staff was required to coordinate with their managers to make sure that they had approval and that they continued to meet their primary job responsibilities.

V. Status Report on Campus-based hate crimes and bias-motivated incidents that occurred on campus including demographic data

Over the course of the past year, there have been no reported incidents of hate crimes that have occurred. The University continues to provide a forum for individuals to report any incidents that occur and works to build a climate wherein such incidents will not be tolerated. Further, the Behavioral Assessment Review Team (BART) has been rebranded the Response Emergency Assessment Crisis Team (REACT) to better reflect the service that the team provides to the UMUC Community. REACT is available for individuals that feel they are in danger or that are in distress to reach out to a 24-hour hotline. The REACT Team is composed of leadership throughout the University including the President's Office, Office of Human Resources, Office of Diversity Initiatives, Office of Student Affairs, General Counsel's Office, Disability Services, and the Provost's Office.

VI. A Summary of Resources used and needed, including State grants, to effectively recruit and retain a culturally diverse student body, faculty and staff

Diversity initiatives and cultural programs for the University are supported through a dedicated Diversity Initiatives budget. The budget supports diversity programming, diversity marketing and communications, and diversity outreach. The University researches grants to further programming; however at this time we are not relying on grants to fund these activities. The Annual UMUC Giving Campaign has allowed donors to earmark donations for the UMUC Virtual Dragons Dragon Boat Racing team to ensure that funds are in place to support the ongoing outreach programs that are in place for students, staff, faculty, and alumni.

VII. Status of enhancement of Cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff of the institution.

Over the past year, the Office of Diversity has continued to expand the diversity awareness program for staff and faculty throughout the University. The Diversity Awareness Program is comprised of several diversity training modules, including:

- Interpersonal Communication – Communicating across differences
- Managing a Diverse Workforce – Supervisory Training
- Working in a Multi-National Environment – Employee Training
- Cultural Sensitivity
- Understanding EEO policies
- Sexual Harassment Training Module

The Sexual Harassment Training Module is a mandatory training for all staff and faculty that are hired by the University. The module ensures that all members of the University are aware of what behaviors are appropriate and inappropriate when working with colleagues and students. During new hire orientation, individuals are instructed to complete the mandatory training program and compliance with this requirement is tracked by the Office of Diversity Initiatives. Participants in the Sexual Harassment Training included:

- Non-Supervisors – 242
- Faculty – 68
- Supervisors - 83

The Human Resources Office continues to provide ongoing employee development through a proprietary online training program called UMUC LEAD (Learning, Education, Advancement, and Development), formerly known as Skillsoft. The LEAD catalog courses cover a wide array of topics which all UMUC employees may access online at any time, with more than 20 modules that address various aspects of interpersonal dynamics. Additionally, training on Equal Employment Policies and Procedures has been conducted at both stateside and overseas locations by members of the Diversity and Equity Office, Legal Affairs, and the Human Resources Office.

CONCLUSIONS

Over the past year, the diversity programs have continued to evolve and grow throughout the University. This growth is reflected in programs geared not only to our staff, but also programs involving students and faculty. Faculty has continued to build diversity into their course curriculum and have become more adept at working with the diverse UMUC student body. There continues to be a thirst for information related to diversity and inclusivity, which has led to the expansion of the events and activities that are offered to increase awareness about the diversity and the variety of cultures that make up the UMUC community. Individuals from outside of the Diversity Initiatives Office have also volunteered their time and effort to present their research and expertise on topics related to diversity, which has expanded the overall diversity knowledge base.

At UMUC, we pride ourselves on being a diverse place to both work and learn. Students will continue to find that they are learning alongside individuals from a variety of cultures, while being instructed by some of the most diverse group of thinkers in higher education. Additionally, we aim to create an environment where the backgrounds, perspectives, and experiences of our faculty and staff are valued and appreciated.