TOPIC: Annual Progress Report: Institutional Programs of Cultural Diversity

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: June 3, 2014

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. "Cultural diversity" is defined in 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." If an institution already has a program of cultural diversity, 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 activities or initiatives used 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.

In public session on May 21, 2014, the Committee received the formal presentation of the institutional reports and the system-wide overview. Today, the Committee will vote on whether to recommend that the full Board approve each institution's plan for submission to the Maryland Higher Education Commission by September 1st. Following is an overview of the USM institutions' reports. Individual campus reports may be accessed at http://www.usmd.edu/regents/agendas/ed20140521.php.

ALTERNATIVE (S): The institutional 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 each institution.

CHANCELLOR'S RECOMMENDATION: That the Committee on Education Policy and Student Life recommend that the Board of Regents approve the Institutional Programs of Cultural Diversity.

COMMITTEE RECOMMENDATION: Approval		DATE: June 3, 2014
BOARD ACTION:		DATE:
SUBMITTED BY: Joann Boughman	301-445-1992	jboughman@usmd.edu

ANNUAL PROGRESS REPORT
INSTITUTIONAL
PROGRAMS OF CULTURAL DIVERSITY

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, College Park (UMCP)
University of Maryland Eastern Shore (UMES)
University of Maryland University College (UMUC)

Office of the Senior Vice Chancellor for Academic Affairs
University of System of Maryland
June 3, 2014

Background

Effective 1 July 2008, the Maryland General Assembly required institutions of postsecondary education to develop, implement, and submit a plan for a program of cultural diversity to the Maryland Higher Education Commission (MHEC) through their respective governing boards by September 1, each year. In December 2013, MHEC published a template for Cultural Diversity Reports for Maryland Public Postsecondary Education. This template replaced MHEC's Minority Achievement Report and fulfills the requirements for Education §11-406 (Plan for Cultural Diversity). MHEC has requested two-year and four-year public institutions to submit a narrative as outlined below.

Institutional submissions for the 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 legislation 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 institutional plans and in updating, cultural diversity is viewed and applied in the broadest possible sense across USM

institutions including, for example, disability and veteran status. 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 respective institutional goals vary as well; although, there are common themes, elements, and approaches across USM institutions.

2014 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 2014 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 students, faculty, and staff are provided in each institutional report. However, for brevity, only selected institutional examples of activities are cited throughout this report solely to illustrate both the range and nature of institutional 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 from time to time, modification of programs of cultural diversity work not only to promote an appropriate campus environment and climate, but continue to bring institutional recognition. In 2013, *Diverse Issues in Higher Education* magazine ranked **Bowie State University, Coppin State University, Towson University, University of Baltimore, University of Maryland, Baltimore**, **University of Maryland, Baltimore County, University of Maryland, College Park,** and **University of Maryland University College** among the top 100 producers of master's, doctoral, and first professional degrees for African American, Hispanic, Asian, and Native Americans. The **University of Maryland, College Park** ranked second in the production of African American doctoral recipients in physical science and third in the production of African American master's degree recipients in engineering.

Bowie State University, Coppin State University, Towson University, University of Maryland University College, University of Maryland, College Park, and University of Maryland Eastern Shore are ranked respectively among the top 100 producers of African American bachelor's degrees in all disciplines. The **University of Maryland, Baltimore County** is ranked 50th among the top 100 producers of bachelor's degrees awarded to Asian Americans. The **University of Maryland, College Park** is ranked among the top 100 universities awarding bachelor's degrees to Hispanics. Also noteworthy, the **University of Baltimore** is ranked 26th among 30+ Promising Places to Work in Student Affairs in a new national study done by the Center for Inclusion, Diversity & Academic Success (IDEAS) at The Ohio State University under the auspices of *Diverse Issues in Higher Education* and the American College Personnel Association. The *Chronicle of Higher Education* also recognized **University of Maryland University College** in its annual Great Colleges to Work For survey.

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 of cultural diversity. Articulation of diversity in the institutional mission and as a core value or theme in strategic plans, has also led to the development and implementation of specific institutional diversity strategic plans at the **University of Baltimore**, **University of Maryland, College Park,** and **University of Maryland University College**. Another important element in the improvement of existing programs is the integration of initiatives within programs of cultural diversity 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, ongoing 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 expand inclusiveness 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 levels of inclusiveness essential to serving all citizens of the state of Maryland.

Bowie State University established a Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Allies (LGBTQIA) Resource Center to support sensitivity to the issues these persons face, the first of its kind at a Historically Black Institution. The mission is to foster an environment that is open, safe, and inclusive of all sexualities and gender identities. It provides resources for anyone who is interested in learning about LGBTQIA issues and concerns. **Frostburg State University** engages in continuous program improvement efforts through the evaluation of institutional strategies and initiatives according to their contributions to five specific diversity goals: (1) minority and first-generation recruitment and enrollment; (2) increased retention and graduation there of; (3) enhance diversity of faculty and staff; (4) create and promote cultural diversity campus environment; and (5) promote understanding of international cultures. **Salisbury University** offered several opportunities for faculty and staff professional development and training addressing a range of diversity topics through the use of federal, state, and local grants and sponsored research.

University of Maryland, College Park evaluates its progress with respect to institutional cultural diversity using numerical data on representation, retention, graduation, and promotion/tenure rates as well as climate data. In Spring 2011 and again in Spring 2013, the institution's NSF-funded ADVANCE Program for Inclusive Excellence conducted a biennial Work Environment Survey for Tenure-Track/Tenured Faculty, which provided information on the experiences of women faculty and faculty of color. Additional climate assessments will be developed in order to track the experiences of students, staff, and non-tenure-track faculty.

In the fall of 2013, the **University of Maryland University College** Diversity Office was restructured and rebranded the Diversity and Equity Office. It 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. As

a result, all areas of the EEO and Fair Practice Compliance were reassigned to the Assistant Vice President of Fair Practices and Compliance.

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

Using recently renewed funding from the National Institutes of Health/National Institute of General Medical Sciences (NIH/NIGMS), the **University of Maryland, Baltimore County** Minority Access to Research Careers Undergraduate Student Training in Academic Research (MARC U*STAR) Program will provide financial support, academic advising and professional development to 41 undergraduate junior and senior underrepresented minorities (URM) this year. A competing continuation proposal is planned for submission in May 2014. The program's focus is to support students underrepresented in the fields of biomedical or behavioral sciences, or mathematics, who seek to earn a Ph.D. and pursue a research career.

The **University of Maryland Eastern Shore** admissions team has partnered with Academic Affairs to build productive partnerships with key high schools that have high concentrations of non-African-American students. **University of Maryland University College** Affirmative Action Plan is used to track minorities, women, veterans, and individuals with disabilities. An external third party vendor provides the institution with an unbiased examination of hiring trends. This thorough analysis of the workforce reveals UMUC's compliance with guidelines.

University of Maryland, College Park has several major initiatives to increase and retain students and faculty. For students, there is the Maryland Pathways Program that guarantees that every student who is a Maryland resident from a family whose income is below the poverty line can graduate debt-free. For faculty, the NSF-funded ADVANCE Program for Inclusive Excellence, which is in the fourth of five years, has a number of initiatives that are aimed at enhancing the retention, tenure, and promotion of women faculty, including initiatives that specifically target women faculty of color.

Frostburg State University's Office of Human Resources developed its Leadership Initiative Program to provide managers training that will lead to increased employee advancement and retention, which included helping managers to build skills required to manage an increasingly diverse workforce. The training also assists in fostering an inclusive workplace environment. The Alumni Office at **Salisbury University** partnered with Multicultural Student Services and the Horizons Project to produce events for specific affinity groups during Homecoming Weekend. **Towson University** facilitates equal access to educational opportunities for students with disabilities promoting inclusive learning environments accessible to all. Disability Support Services (DSS) collaborating with TU's office of Institutional Research have initiated a longitudinal study tracking the 4-year, 5-year, and 6-year graduation rates for first-time, full-time degree-seeking DSS–registered students as compared to all TU first-time full-time degree-seeking students.

**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 involving a 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 among 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. The **Coppin State University** Office of Human Resources offers a variety of "Sensitivity Training" workshops that support cultural diversity for all members of the campus community at least two times per year.

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.

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

Frostburg State University: *President's Advisory Council on Diversity*
Salisbury University: *Office of Institutional Equity (Fair Practices, Diversity, & Inclusion), 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: *Diversity and Culture Center*
University of Maryland, Baltimore: *President's Diversity Advisory Council*
University of Maryland, Baltimore County: *Diversity Council, Program Coordinator for Faculty Diversity*
University of Maryland, College Park: *Office of Diversity and Inclusion, Office of Multi-Ethnic Student Education, the LGBT Equity Center, the Nyumburu Cultural Center, the Office of Diversity Education and Compliance, Chief Diversity Officer*
University of Maryland University College: *Diversity and Equity Office*

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. **Towson University** offers a wide range of diversity related courses among its Core Curriculum Requirements and in eleven different B.A./B.S./Post-baccalaureate Certificate and M.A. degree programs. **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, as is required by the specialized accreditation of these degree programs. 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

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.

Enclosures: Eleven 2014 institutional reports on programs of cultural diversity