



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

TOPIC: Annual Progress Report: Institutional Programs of Cultural Diversity, 2015-2016

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: May 10, 2016

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. 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 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. Each year, each institution shall submit its plan through its governing body for review. By September 1, the governing body shall submit to the Maryland Higher Education Commission (MHEC) a progress report regarding the institution's implementation of its plan and, as may be appropriate, improvement of its plan.

Statute defines "cultural diversity" as the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in postsecondary 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."

All institutions in the 2015-2016 report cycle are in compliance with the requirements of this statute.

This year, we have provided a substantially changed format for reporting in anticipation of the implementation of a new analytics approach to reporting over the next year. While the new tabular format assists in the summary of the many initiatives underway at our institutions, individual reports more comprehensively describe the extensive work our institutions are undertaking to achieve their goals of diversity and inclusion. Individual institutional reports may be accessed on the agenda for today's meeting at <http://www.usmd.edu/regents/agendas/>.

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 2015-2016 Institutional Programs of Cultural Diversity Progress Reports for submission to MHEC by September 1, 2016.

COMMITTEE RECOMMENDATION:

DATE: May 10, 2016

BOARD ACTION:

DATE:

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



ANNUAL PROGRESS REPORT: INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY 2015-2016

Bowie State University (BSU)
Coppin State University (CSU)
Frostburg State University (FSU)
Salisbury University (SU)
Towson University (TU)
University of Baltimore (UB)
University of Maryland, Baltimore (UMB)
University of Maryland, Baltimore County (UMBC)
University of Maryland Center for Environmental Science (UMCES)
University of Maryland, College Park (UMCP)
University of Maryland Eastern Shore (UMES)
University of Maryland University College (UMUC)

**Office of the Senior Vice Chancellor for Academic Affairs
University of Maryland System Office
May 10, 2016**

USM

Annual Progress Report: Institutional Programs of Cultural Diversity, 2015-2016

Background

In 2008, the Maryland General Assembly required higher education institutions to develop, implement, and submit a plan for a program of cultural diversity to the Maryland Higher Education Commission (MHEC) by September 1 of each year. 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 2015-2016 progress report provides a brief summary of institutional examples of the more detailed institutional progress reports with demographic and participation data on students, faculty, and staff posted on the USM web site. UMCES will present its diversity plan with goals and timeline in the 2016-2017 cycle, as it only recently received approval to grant degrees.

The other eleven institutions have stated goals with focused implementation strategies for achieving diversity among its students, faculty, and staff offering appropriate and ongoing support programs and services and curricular and co-curricular activities. UMCP, UMUC, and TU have chief diversity officers, while BSU, CSU, FSU, SU, UB, UMB, UMBC, and UMES use decentralized approaches to their diversity initiatives consistent with the scale of institutional resources. All institutions provide a range of instruction and training for students, faculty, and staff to promote and sustain cultural competency and a welcoming and inclusive institution climate that fosters positive interaction across the institution. With respect to the recruitment and selection of a diverse faculty and staff, all institutions offer some appropriate form of training to reduce bias and reasonably ensure a diverse pool of applicants for those who serve on search committees, but the institutions recognize their challenges in diversifying the faculty.

All institutions in the 2015-2016 report cycle are in compliance with the requirements of this statute.

This year, we have provided a substantially changed format for reporting in anticipation of the implementation of a new analytics approach to reporting over the next year. While the new tabular format assists in the summary of the many initiatives underway at our institutions, individual reports more comprehensively describe the extensive work our institutions are undertaking to achieve their goals of diversity and inclusion.

Provided in the following four tables are examples of ongoing institutional efforts.

Table 1
Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within Plan

Each institution has provided assurances of their commitment to cultural diversity among students, faculty, and staff with recognized challenges in the recruitment and retention of underrepresented faculty, with UMUC having some success, but UMCP demonstrating a decrease in underrepresented faculty retention. Institutions have goals around the improvement of success of underrepresented student groups and articulate plans for curricular and marketing changes to address the gaps. There is clear recognition of the need to improve the campus climate around inclusiveness. Some HBCUs focus on recruitment of non-African American students.

Examples of success: CSU has increased graduation rate by 4%, while FSU and SU have increased minority student enrollment by greater than 50% since the baseline year.

2015–2016 USM Annual Report on Institutional Programs of Cultural Diversity

TABLE 1

Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within Plan

SUMMARY OF ALL USM INSTITUTIONS

	A	B	C	D	E	F	G
	Approved Diversity Plan	Goals and Timetable	Implementation Strategies	Areas of Emphasis/Targeted Services for Specific Populations	Evaluation of Program	Goal Progress Compared to Base Year: 2009–2010	Areas of Needed Improvement
BSU	Yes	5 Ongoing goals: FOCUS: –Recruit, retain, and graduate a diverse student body –Recruit, hire, and retain faculty, staff, and administrators from diverse backgrounds	–Expand the scope of recruitment activities to include underrepresented (race/ethnic) undergraduates –Expand the scope of recruitment activities for faculty, staff, and administrators to include resources linked to the discipline and/or the profession	–Recruit, retain, and graduate a more diverse undergraduate student body –Recruitment and retention of a more diverse employee population –Ensure a welcoming and respectful work and learning environment	Annual	–Increase the proportion of non-African American students by 1% annually –Increase the proportion of non-African-American employees by 2 percentage points by 2018	–On track to meet goal –On track to meet goal
CSU	Yes	5 Ongoing goals: FOCUS: –Increase college completion rates –Emphasize special programs and services to support student success	–Continue support for First–Year Experience for freshmen and sophomores –Use technology for more efficient assessment systems	–Emphasis on cohort services, academic, and support programming for retention and graduation	Annual	–Graduation rate improved from 14% to 18%	–Better use of best practices –Sustained funding of initiatives –Upgrade PeopleSoft business solutions
FSU	Yes	5 Ongoing goals: FOCUS: –Recruit, retain, and graduate minority students –Enhance cultural diversity of faculty and staff	–Target marketing to underrepresented students –Streamline hiring process for African American faculty and staff	–Recruit and enroll underrepresented students –Recruit and retain more diverse faculty and staff	Annual	–54.9% increase in minority student enrollment from fall 2009–fall 2015 –Minority faculty and staff static fall 2009–fall 2015	–Develop assessment plan for comprehensive evaluation of institutional effectiveness in meeting diversity goals

2015–2016 USM Annual Report on Institutional Programs of Cultural Diversity

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SU	Yes	3 Ongoing goals: FOCUS: –Educate students for campus, career, and life –Academic programming	–Create an engaged global learning environment in which all students develop international and cross-cultural skills and an enhanced global consciousness in order to thrive as professionals, citizens, and individuals –Increase the diversity of students, faculty, and staff	–Support curricular innovation to meet changing individual, societal, workforce needs –Ensure undergraduates have opportunities to participate in enriching experiences outside the classroom that will promote engaged citizenship	Annual	–From base year 2009-2010, 50.2% increase in minority undergraduate student enrollment and 63.0% increase in minority graduate student enrollment	–Continue efforts to recruit a group of students who more closely reflect the diversity present at the state level
TU	Yes	5 Ongoing goals: FOCUS: –Recruit and retain underrepresented student populations –Enhance recruitment and retention of underrepresented faculty and staff	–Center for Student Diversity efforts to support students from diverse backgrounds –Enrollment Management working closely with community partners to bring students from targeted schools to campus for visits –Academic and Student Affairs units provide support to students	–Foster campus climate for underrepresented populations –Public schools in Baltimore City, Baltimore County, Prince George’s County, and on the Eastern Shore –First generation, low income students from underrepresented populations	Annual	–Fall 2014-Fall 2015 5% increase in students from underrepresented populations	–Additional cultural competency programming under development –Added bilingual recruiter in enrollment management
UB	Yes	3 Ongoing goals: FOCUS: –Increase veterans, immigrants, Hispanic, and Asians students	–Add dedicated personnel for veterans –Expand outreach for city’s and region’s Hispanic and Asian populations –LSAT Award Program to help underrepresented students prepare for the LSAT	–Hispanics –Increase diversity of students in Law School and international students	Annual	–Hispanic students doubled from 2.4% in 2011 to 5.5% in 2015 –Increase in minority students from 16% in 2007 to 28% in 2015	–Need campus climate survey –Continue to refine and enhance culture and diversity visibility –Secure permanent positions to expand recruitment and retention

2015–2016 USM Annual Report on Institutional Programs of Cultural Diversity

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UMB	Yes	3 Ongoing goals: FOCUS: –Promote commitment to diversity and inclusion –Enhance environment to ensure D&I –Promote cultural competence for faculty, staff, and students	–Establish diversity and inclusion distinguished fellow to develop and operationalize novel Diversity Advisory Council initiatives –Offer cultural competency training program for faculty and staff	–Entire university community inclusive of senior administrators, faculty, and staff	Annual	–Candidates for distinguished fellow being interviewed –Climate survey underway –Ongoing efforts to diversify faculty	–Faculty diversity in several UMB’s schools –Faculty and staff training in cultural competency will continue to be focus in next UMB strategic plan
UMBC	Yes	4 Ongoing goals: FOCUS: –Ensure access to educational and employment opportunities for a diverse student, faculty, and staff population –Provide conditions for personal success and culture of safety, inclusion, and respect	–Increase representation of underrepresented minority students from Baltimore County and Baltimore City	–Interfolio: An online faculty search software that assists in improving faculty diversity recruitment efforts –Faculty Search Committee Implicit Bias Training –UMBC–STRIDE: Committee on Strategies and Tactics for Recruiting to Improve Diversity and Excellence	Annual	–Center for Women in Technology served 99 scholars – up from 83 scholars in 2014 (68% are women, compared to 53% women last year) –Meyerhoff Graduate Fellows Program underrepresented student enrollment has grown from 76 students in 2014 to 81 students in 2015	–Nominations for and applications from Baltimore County and Baltimore City students

2015–2016 USM Annual Report on Institutional Programs of Cultural Diversity

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UMCP	Yes	13 Ongoing goals: FOCUS: –Recruit and retain diverse faculty and staff –Recruit, retain, and graduate diverse student body	–Family–friendly policies –Networks for women and faculty of color –Outreach and pipeline programs for students	–Recruit and retain diverse faculty –Recruit, retain, and graduate diverse student body	Annual	–Decreased %age of T/T-T Black faculty from 4.8% to 4.1% –Increased %age of T/T-T Hispanic faculty from 3.3% to 3.8% –Percentage of T/T-T women increased from 31% to 32%	–Continued attention to support for retention and promotion and to build departmental cultures of inclusion –Aggressive focus on hiring Black faculty –Continue to aggressively recruit underrepresented minority undergraduates and graduates
UMES	Yes	3 Ongoing goals: FOCUS: –Access for non-African American students –Building and maintaining a diverse faculty and staff	–Using recruiting sources geared toward a diverse applicant pool –Encourage current staff members to network with friends and family to apply for open positions for which they qualify	–Recruit and retain diverse students, faculty, and staff –Retention of non-African American administrators	Annual	–Increased number of new non-African American students entering as freshmen and transfers by 11% –Increased first-year retention rate for non-African American students by 5 percentage points –Increased non–African American FT administrators from 11 to 28	None cited
UMUC	Yes	5 Ongoing goals: FOCUS: –Increase # of underrepresented groups –Offer regular diversity training and programs to faculty and staff –Maintain formal institutional diversity communication and marketing plan	–Expanded external marketing to reach underrepresented populations –Multicultural training unit has added an assistant director –Added online database for those outside DC Metro area –Monthly heritage and cultural events are offered to students, faculty, and staff	–Students, faculty, and staff –Provide workshops	Annual	–African-American faculty has increased by 9% –Diversity training has expanded to six face-to-face workshops and five online modules	None cited
UMCES	The University of Maryland Center for Environmental Science recently received accreditation to grant degrees. Therefore, it is in the process of developing a Plan for its Programs of Cultural Diversity. UMCES will submit its Plan to the Board of Regents for approval with the 2016–2017 report on Programs of Cultural Diversity.						

Table 2

Description of Way Institution Addresses Cultural Diversity among its Students, Faculty, and Staff

It is woefully inadequate to use only this tabular format to summarize the vast array of programs in which institutions are engaged to promote cultural diversity, but while we transition to the use of the analytics approach to measure success of interventions, institutions have responded by listing some of their most important methods for recruitment and retention, cultural sensitivity training, administrative processes and structures, and targeted programs.

Some institutions utilized cultural climate surveys and many have a wide variety of courses available for students. The larger institutions have specific diversity offices or officers, while others (most specifically UMBC) have integrated the diversity and inclusion processes and activities across all sectors of the Institution. Human Resources and Student Affairs are primary resources for all institutions in their development and implementation of programs.

Every institution is making concerted efforts to improve the cultural sensitivity of faculty, staff, and students, and the initiation of the System-wide Diversity Council will help us demonstrate best practices to share across institutions. The PROMISE program (a joint venture between UMBC, UMCP, and UMB) stands out as a success in recruiting and retaining underrepresented minorities in graduate programs, especially in STEM areas of concentration.

While the USM should be proud of its focus on these issues, much work remains in both the assessment of the success of individual programs and the broader adoption of interventions that have proven successful.

2015–2016 USM Annual Report on Institutional Programs of Cultural Diversity

TABLE 2

Description of Way Institution Addresses Cultural Diversity Among Its Students, Faculty, and Staff

SUMMARY OF ALL USM INSTITUTION

	A	B	C	D	E
	Recruitment and Retention of Underrepresented Students, Faculty and Staff	Creates Positive Cultural Interaction and Awareness among Students, Faculty, and Staff	Uses Cultural Sensitivity Instructions for Training for Students, Faculty and Staff	Uses Administrative Structures, Offices, Councils, and Diversity Officers	Uses Targeted Programs and Services to Achieve Cultural Diversity Goals
BSU	<ul style="list-style-type: none"> –Enrollment Management Plan establishes enrollment targets for various student groups –Admission's Office has the primary responsibility for recruiting a diverse new (first-time to college and transfer) student population –Academic departments and college deans have the primary responsibility of attracting a diverse pool of qualified faculty in accordance with Human Resource guidelines 	<ul style="list-style-type: none"> –Several academic departments have secured grant funding to promote diversity in the workforce –Co-curricular activities focusing on cultural diversity are provided each term –Student Affairs Division continues to support a wide variety of student groups 	<ul style="list-style-type: none"> –Student leaders participate in leadership development programs that include a cultural diversity component –Several academic programs have cultural diversity incorporated directly into the curriculum 	<ul style="list-style-type: none"> –The Equity Compliance Office is responsible for addressing issues related to discrimination, harassment and other equity issues –Human Resources provides new employee orientation which includes diversity training –Cultural diversity training is also offered to continuing employees on a periodic basis 	<ul style="list-style-type: none"> –Programming and training are targeted to all full-time faculty and staff. All students are encouraged to participate in co-curricular programming
CSU	<ul style="list-style-type: none"> –Student Academic Success Academy for incoming freshmen –First Year Experience -- incoming freshmen, sophomores, juniors, seniors –Freshmen Male Initiative - incoming freshmen 	<ul style="list-style-type: none"> –Counseling Center for Student Development conducts workshops, individual counseling, and programming for international students and faculty 	<ul style="list-style-type: none"> –Customer service training, included sensitivity for race, ethnicity, sex, sexual orientation, etc. –HR workshops on sexual harassment and on other topics as needed 	<ul style="list-style-type: none"> –Human Resources –Curriculum Policy and Standards Committee –Graduate Council 	<ul style="list-style-type: none"> –Programs listed in Column A
FSU	<ul style="list-style-type: none"> –Partnering with other institutions to increase recruitment and retention of underrepresented minorities enrolled in graduate school –Requiring search committees for faculty and staff to assign a member to the committee to ensure that minority outreach is a priority 	<ul style="list-style-type: none"> –Establishing and offering Crisis–Response Conversations for students, faculty, and staff 	<ul style="list-style-type: none"> –Courses from African American Studies Program –Diversity Retreat each fall for students –PROMISE Workshop for enhancing faculty understanding of diversity in doctoral and postdoc education 	<ul style="list-style-type: none"> –Center for International Education –The President’s Leadership Circle –Retention Committee –Advisory Council on Retention 	<ul style="list-style-type: none"> –Disability Support Services to support through graduation –Review policies and procedures to increase retention –Apply Predictive Analytics Reporting

2015–2016 USM Annual Report on Institutional Programs of Cultural Diversity

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SUMMARY OF ALL USM INSTITUTION

	A Recruitment and Retention of Underrepresented Students, Faculty and Staff	B Creates Positive Cultural Interaction and Awareness among Students, Faculty, and Staff	C Uses Cultural Sensitivity Instructions for Training for Students, Faculty and Staff	D Uses Administrative Structures, Offices, Councils, and Diversity Officers	E Uses Targeted Programs and Services to Achieve Cultural Diversity Goals
SU	–Partner with several college access groups that assist diverse students with the college process; admission and scholarships are available to those students that meet the criteria	–Curricular initiatives that promote cultural diversity in classroom –Co-curricular programs and events for students	–Variety of efforts that use cultural sensitivity instruction and training for students, faculty, and staff	– Administrative Units: • Multicultural Student Services (Student Affairs) – School-Level Structures: • Fulton School’s Fulton Public Humanities Initiative	–Educate students for campus, career, and life • General Education Review Steering Committee • Enrollment Master Plan • Center for Student Achievement • Living Learning Communities • Math placement initiatives • Mid-semester reporting and advising initiatives • Office of Student Disability Support Services • TRiO ACHIEVE Student Support Services • Writing Center • English Language Institute
TU	–College Readiness Outreach Program recruitment pipeline to increase college enrollment among first generation, low-income, Baltimore City public high school students –Encourage retention by creating an inclusive and supportive environment for LGBTQIA students –Employment manager created Staff Employment Diversity Taskforce –Vacancy announcements for faculty and librarian positions are reviewed prior to posting to ensure equity	–Integrate a college prep curriculum for underrepresented populations within Baltimore City Schools	–Interview pool is reviewed and approved by Vice Provost and Assistant to the President for Diversity –Where diversity is lacking, additional outreach/review may be required	–The Office of Diversity and Equal Opportunity, Center for Student Diversity, Baltimore City public high schools –Office of Human Resources: –Office of the Provost, Office of Diversity & Equal Opportunity	–3 schools identified for a college readiness curriculum to ninth grade students –Established taskforce to engage hiring managers as advocates for diverse and inclusive search processes –Will continue to implement outreach efforts in order to diversity source

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UB	<ul style="list-style-type: none"> –Recruiter position with a dedicated focus on Hispanic students –Two-week summer program to help underrepresented students develop academic skills needed in Law School –Fannie Angelo’s Program selects eight Baltimore Scholars from HBCU’s to attend the UB School of Law with full tuition as well as LSAT Award Program (LSAT prep) –Safe Space Program for LGBTQIA student 	<ul style="list-style-type: none"> –Diversity Dialogue Series –Holidays Around the World Program –Student Affairs launched the Transgender Issues Work Group which includes faculty, staff and students from across the university 	<ul style="list-style-type: none"> –Support for LGBTQIA students –Safe Space Ally Training that program seeks to establish a viable network of UB Allies –Title IX training for all faculty, staff, and students 	<ul style="list-style-type: none"> –President’s Office –Division of Student Affairs –Career and Professional Development Center –Diversity and Culture Center –BMALE Program –Enrollment –HR in all four colleges 	<ul style="list-style-type: none"> –Strategic plan overall leadership –Diversity and Culture Center (all students) –Student with disabilities –Veterans Center –Targeted admissions and retention initiatives –Curricula and targeted programming and MOUs –Faculty and staff recruitment
UMB	<ul style="list-style-type: none"> –Used as an annual assessment of where the University should focus its minority/gender recruitment efforts for faculty and staff –School of Medicine uses information from the American Medical Colleges for its availability pool and compared to the general population of available faculty 	<ul style="list-style-type: none"> –President’s Symposium and White Paper Project focusing on cultural competence in 2015-2016 	<ul style="list-style-type: none"> –Safe Space Training Workshop on how to be supportive of LGBTQ –Student Affairs staff training –American Sign Language training 	<ul style="list-style-type: none"> –President’s Diversity Advisory Council –Office of Accountability and Compliance –Diversity and Anti-Oppression Committee 	<ul style="list-style-type: none"> –The Graduate School is part of the tri-campus PROMISE grant, intended to increase significantly the number of minority (Black, Hispanic, American Indian) students receiving doctoral degrees in STEM
UMBC	<ul style="list-style-type: none"> –Returning Women Students Scholars + Affiliates Program –Transfer Student Alliance Program: For students attending one of five major feeder community colleges (CCBC, AACC, MC, HC and PGCC) who will be earning the associates degree and transferring to UMBC to complete the baccalaureate degree –Postdoctoral Fellows for Faculty Diversity 	<ul style="list-style-type: none"> –The scholarship program provided approximately \$54,000 in financial aid to students throughout 2015-16. –Women’s Center provides support to affiliates of the program who are provided the same benefits of the scholarship program to include semester orientations, 1-1support, and monthly workshops 	<ul style="list-style-type: none"> –Women's Center staff works with other offices to advocate for the unique needs and experiences of nontraditional students and student parents 	<ul style="list-style-type: none"> –Women's Center partners with Office of Institutional Advancement, scholarships and financial aid, admissions, Student Business Services, and academic advising to support students 	<ul style="list-style-type: none"> –Non-traditional undergraduate women over the age of 25 (many student parents) –Postdoctoral Fellows: A two-year program to support promising recent Ph.D. recipients committed to diversity in the academy and prepares them for possible tenure-track appointments at UMBC

2015–2016 USM Annual Report on Institutional Programs of Cultural Diversity

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Description of Way Institution Addresses Cultural Diversity Among Its Students, Faculty, and Staff

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UMCP	<ul style="list-style-type: none"> –Incentive Awards Program supports recruitment/retention of economically disadvantaged students from Baltimore City and Prince George’s County –NSF-funded ADVANCE Program focuses on retention and advancement of women and faculty of color using peer networks, data collection and policy initiatives –Equity administrators support and monitor faculty/staff to ensure diverse candidate pools and fair, inclusive equitable search and selection processes 	<ul style="list-style-type: none"> –Multicultural Involvement and Community Advocacy work with more than 100 cultural student organizations –Celebration of history/heritage theme months –LGBT Equity Center –Rise Above Isms –Mini-Grants of up to \$750 for student organizations to develop programs that foster exploration of identity and dialogue across difference 	<ul style="list-style-type: none"> –Diversity and inclusion training with faculty, staff and students, including sessions with deans and department chairs on creating inclusive departments and implicit bias –Office of Civil Rights and Sexual Misconduct training on Title IX and sexual misconduct with staff and faculty –Intergroup Dialogues engage students in difficult dialogues D&I 	<ul style="list-style-type: none"> –Chief Diversity Officer and the Office of Diversity & Inclusion –Diversity Advisory Council –4 President’s Commissions on Disability Issues, Ethnic Minority Issues, LGBT 	See list of programs in Column A
UMES	<ul style="list-style-type: none"> –Participation in Northern NJ Hispanic Fair, National Hispanic College Fair, Eastern Shore Youth Summit and College Fair for foster youth. –The School of Pharmacy and Health Professions leverages relationships of current faculty and staff to recruit new faculty and staff in the region and nation. 	Infusion of cultural themes into instruction. To date, the more than 40 general education and discipline-related courses have provided students with opportunities to learn about and develop an appreciation for cultural diversity, diverse cultures and international perspectives.	<ul style="list-style-type: none"> –Safe Zone Training provided by the Counseling Center and the Office of Residence Life to train staff members on issue concerning the LBGTQ community 	<ul style="list-style-type: none"> –Title IX coordinator and Acting Equity and Compliance Officer 	<ul style="list-style-type: none"> –Latino Student United is designed to provide increased mentoring and support

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UMUC	–Diversity linked job postings	–All postings include references and information related to UMUC's EEO policy and Diversity and Equity Office –Variety of publications used	–Sample provided to interviewers upon request	–Includes Diversity and Equity Office, Human Resources, and the Marketing Office	–Diversity linked job postings are posted in Indeed.com, Simply Hired, and Ad hoc postings –Sourcing, LinkedIn, Washington Post
UMCES	The University of Maryland Center for Environmental Science recently received accreditation to grant degrees. Therefore, it is in the process of developing a Plan for its Programs of Cultural Diversity. UMCES will submit its Plan to the Board of Regents for approval with the 2016–2017 report on Programs of Cultural Diversity.				

Table 3

Efforts to Create Positive Interactions and Awareness among Students, Faculty, and Staff

This table very briefly summarizes the many programs, courses, and areas of focus in which institutions are engaged in to improve the diversity of faculty, staff, and students, as well as to bring awareness of the importance of these issues to the forefront in our institutions.

Some institutions have had retreats for various groups, and through the year, we will review the success and impact of those discussions to determine the possible adoption of successes by other institutions.

2015–2016 USM Annual Report on Institutional Programs of Cultural Diversity

TABLE 3

Efforts to Create Positive Interactions and Awareness Among Students, Faculty, and Staff

SUMMARY OF ALL USM INSTITUTIONS

	A	B	C
Institution	Provides Cultural Diversity Instruction & Training of Student, Faculty, and Staff	Provides Curricular Initiatives that Promote Cultural Diversity in the Classroom	Provides Co–Curricular Programs and Events for Students
BSU	<p>–The Office of Equal Employment Opportunity Programs is charged with ensuring compliance with the University’s Affirmative Action Plan; Title IX, including implementation of sexual misconduct policy and procedures for employees and students; EEO complaint processing and training for employees and students; as well as ADA accommodation requests and accessibility initiatives</p> <p>–Instructional strategies for infusing cultural diversity in the curriculum are presented at fall and spring Faculty Institutes</p>	<p>–The Psychology Department, Social Work programs, College of Education, and Department of Counseling have developed and implemented plans for preparing students for leadership in a global community, group projects and research, curricular that encompasses cultural competency, and support for special education teachers</p>	<p>–<i>Cultural Organizations</i>: African Student Association, United Caribbean Association, La Familia Espagnola, and Muslim Student Association</p> <p>–<i>LGBTQ Organization</i>: Eyes Wide Shut</p>
CSU	<p>–The Counseling Center for Student Development conducts workshops annually for students, faculty, and staff. Individual counseling is also provided for international students to help with assimilation and understanding of cultural issues</p> <p>–Human Resources conducts annual workshops to faculty and staff on customer service; helps with retention, and understanding a myriad of diversity issues</p>	<p>–Curriculum Policy and Standards Committee - Reviews existing and approves new academic programs to ensure that diversity is in each course offering.</p>	<p>– Institution-Wide Lecture Series and Brown Bag Seminars by department</p>
FSU	<p>–National Coalition Building Institute training: Offered by the NCBI and the Diversity Center for students, faculty, and staff. Students trained through the NCBI Institute will join faculty and staff as facilitators of the NCBI-Introductory Diversity Workshop required for all freshman students in mandatory freshmen orientation course</p>	<p>–Introduction to Higher Education is a required orientation course for all freshmen. Students must participate in university programs. While some programs are required, students can choose from a variety of options offered, including:</p> <ul style="list-style-type: none"> • The National Coalition Building Institute Introductory Workshop, which promotes diversity education, understanding and awareness of intercultural differences; Relating, Dating and Communicating; Speak Up!: students can share their thoughts on different scenarios in which bystander intervention has the potential to mitigate incidences of sexual violence 	<p>–Diversity Retreat: A weekend-long retreat event held by the Diversity Center and financially supported by the Black Student Alliance. It has as a center piece a full-day, “Building Community through Deeper Connections Diversity Workshop”</p>

2015–2016 USM Annual Report on Institutional Programs of Cultural Diversity

TABLE 3

Efforts to Create Positive Interactions and Awareness Among Students, Faculty, and Staff

SUMMARY OF ALL USM INSTITUTIONS

	A	B	C
Institution	Provides Cultural Diversity Instruction & Training of Student, Faculty, and Staff	Provides Curricular Initiatives that Promote Cultural Diversity in the Classroom	Provides Co-Curricular Programs and Events for Students
SU	<p>–Through the Office of Institutional Equity, the following programs were offered to faculty, staff, and students:</p> <ul style="list-style-type: none"> • Maryland Coalition Against Sexual Assault’s Eastern Shore Regional Training: daylong training focused on sexual violence prevention and response on campus, particularly, survivor–centered responses to reports of sexual violence. • Exploring the Needs of LGBTQ Students: Concepts and Considerations: webinar exploring some of the needs facing our LGBTQ+ students and addressing important skills needed to create a safe, welcoming, and inclusive environment for all students 	<p>Fulton School of Liberal Arts:</p> <ul style="list-style-type: none"> –History: new faculty hires with expertise in African history, South Asian history and East Asian history –Anthropology: track and minor offering –Interdisciplinary Studies: creation of one credit, pass–fail topics course entitled “Interrogating Inequality” attracted 50+ students –Psychology: diverse faculty hire with expertise in the growing field of Multicultural Psychology –Modern Foreign Languages: The course “Spanish for Heritage Speakers” has been designed to improve the writing and speaking skills of our Latino/Hispanic students on campus 	<ul style="list-style-type: none"> –African American History Month: planned collaborative effort between Multicultural Student Services and departments of English and history. Planning meetings are held to identify programs and activities that are in line with the national theme –Enlightened Perspective Series: regular series that brings diverse topics to campus for discussion. Presenters are leading scholars in their field. Salisbury University Alumni with terminal degrees are utilized when possible
TU	<ul style="list-style-type: none"> –UG Core Curriculum requirements mandate that students successfully complete a course in Diversity and Difference. –Speak Up! Program, administered by the Office of Diversity & Equal Opportunity (ODEO); ODEO supports TU’s diversity and inclusion initiatives. Participation in Speak Up! workshops provides members of the campus community with the tools necessary to challenge everyday bigotry. –President’s Leadership Institute –Staff, ODEO, Goal– Heighten awareness and appreciation for equity, diversity and inclusion and the role that institutional leaders play in assisting TU to actualize the university’s diversity mission and vision 	<ul style="list-style-type: none"> –Wide array of courses in each college in which students: <ul style="list-style-type: none"> --“discuss some of the ways in which group distinctiveness is defined in social context” --“demonstrate understanding of a perspective other than their own” --“present and respond to a position with which they differ in a fair and balanced argument” --“define at a general level some of the challenges and opportunities presented by the existence of diversity and difference” and --“articulate their own outlook in relation to the topics discussed and to make explicit their associated beliefs and assumptions” 	<ul style="list-style-type: none"> –Speak Up! Program: 263 faculty, staff, and students participated in Speak Up! workshops in 2015. Train-the-trainer sessions were offered. 95% of Speak Up! participants (243 completed evaluations) recognized the impact of not speaking up and reported gaining the skills to be able to effectively address bigotry. –President’s Leadership Institute - Staff, ODEO, 20 staff members participated in five programs including taking the Intercultural Development Inventory that places an individual on a continuum scale of cultural competency and provides a plan to advance to the next level of competency

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UB	–All new Student Affairs staff complete online tutorials to better assist students with disabilities, veteran and military students and students who may be in mental distress.	–Over 100 courses that address diversity and culture in all four of the colleges and General Education; of note is the Common Read chosen for all sections of the Sophomore Seminar “The Immortal Life of Henrietta Lacks”	–MFA Reading Series brings a diverse array of writers to campus –Division of Legal, Ethical, and Historical Studies exhibit on “The Baltimore Cultural Arts Program, 1964-1993”
UMB	–Safe Space Training, ongoing throughout the year –American Sign Language, ongoing throughout the year. –Taboo Topics: An ongoing conversation about race, ethnicity and culture, ongoing throughout the year –Student Affairs Staff Diversity and Inclusion Training, ongoing throughout the year	–Freddie Gray’s Baltimore: Past, Present, and Moving Forward –Civil Rights with Persons with Disabilities Clinic –Health and International Human Rights Seminar	–Co-curricular programs and events for students such as: --The President's Symposium & White Paper Project: Olivia Carter–Pokras, Ph.D., 9/2015 --Aqui Se Habla Español: Language as the Primary Cultural Expression of Latinidad with Frances Ramos–Fontan, 9/2015
UMBC	–Women's Center trainings and workshops –Two part Diversity Workshop each summer for incoming students with expert/consultant	–Offer <i>Race, Science, and Society</i> course each summer for incoming students	–Women’s Center offers various workshops and trainings throughout the year. Workshops and trainings, which are generally created for a student audience, can be tailored to meet the needs of faculty and staff. Relevant workshop topics include micro-aggressions and supporting diverse survivors of sexual violence –The Supporting Survivors of Sexual Violence: Cultivating a Survivor-Responsive Campus workshops offered to faculty and staff specifically 4 times a year or by request for students it is offered twice a year and by request –Seminar Series with speakers from diverse population and/or work to increase diversity within STEM

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UMCP	–Office of Diversity & Inclusion training with faculty, staff and students, including sessions with Deans and Department Chairs on Creating Inclusive Departments and Implicit Bias –Office of Civil Rights and Sexual Misconduct training on Title IX and sexual misconduct with staff, faculty and students	–General Education Diversity Requirement of 2 courses and at least 4 Units –Teaching and Learning Transformation Center’s inclusive teaching workshops with faculty and graduate assistants	–Multicultural Involvement and Community Advocacy, including work with more than 100 cultural student organizations and celebration of history/heritage theme months –LGBT Equity Center including intersectional programming that addresses LGBT students of color
UMES	–Human Resources provides training on topics such as anger management, conflict resolution, workplace civility, sexual harassment and misconduct and effective leadership strategies for staff and supervisors.	–There has been an increase in the number of courses focused on African American culture. African American Literature has been split into two courses; thus, allowing for greater breadth and depth of study. Additionally, two elective courses that focus on African American culture are offered: African American Cinema and African American Theater	–The Office of University Engagement & Lifelong Learning organizes programming and service learning opportunities so students can engage in the community all while developing leadership skills
UMUC	–Diversity Awareness minor	–The minor is offered as part of the behavioral sciences curriculum offered by the undergraduate school. Students learn about diversity in the community, corporate structure, and its impact on their day-to-day lives	–Diversity Awareness minor and courses
UMCES	The University of Maryland Center for Environmental Science recently received accreditation to grant degrees. Therefore, it is in the process of developing a Plan for its Programs of Cultural Diversity. UMCES will submit its Plan to the Board of Regents for approval with the 2016–2017 report on Programs of Cultural Diversity.		

Table 4

Institution has a Process for Reporting Institution-Based Hate Crimes

Eleven of 12 institutions have a process for reporting institution-based hate crimes. UMCES will report in the 2016-2017 cycle.

2015–2016 USM Annual Report on Institutional Programs of Cultural Diversity
TABLE 4
<i>Institution has a Process for Reporting Campus–Based Hate Crimes</i>
SUMMARY OF ALL USM INSTITUTIONS
<p>11 of 12 institutions have a process for reporting campus-based hate crimes.</p> <p>The University of Maryland Center for Environmental Science recently received accreditation to grant degrees. Therefore, it is in the process of developing its Plan for Programs of Cultural Diversity. UMCES will submit its Plan to the Board of Regents for approval with the 2016-2017 report on Programs of Cultural Diversity</p>