



UNIVERSITY *of* MARYLAND
EASTERN SHORE

2015-2016
INSTITUTIONAL PROGRAM OF
CULTURAL DIVERSITY
ANNUAL PROGRESS REPORT

April 25, 2016

Table of Contents

<u>INTRODUCTION</u>	3
<u>SUMMARY OF INSTITUTIONAL PLAN TO IMPROVE CULTURAL DIVERSITY</u>	3
UMES' PROGRESS ON CULTURAL DIVERSITY	3
TABLE 1: UMES - CULTURAL DIVERSITY PLAN, IMPLEMENTATION STRATEGY AND TIMELINE FOR MEETING GOALS WITHIN PLAN	4
<u>HOW UMES USES CULTURAL DIVERSITY FOR STUDENTS, FACULTY AND STAFF</u>	6
RECRUITMENT AND RETENTION OF UNDERREPRESENTED STUDENTS, FACULTY AND STAFF	6
TABLE 2: UMES - DESCRIPTION OF THE WAY INSTITUTION ADDRESSES CULTURAL DIVERSITY AMONG ITS STUDENTS, FACULTY AND STAFF	7
<u>EFFORTS TO CREATE POSITIVE INTERACTIONS AND AWARENESS</u>	8
CULTURAL DIVERSITY INSTRUCTION AND TRAINING OF STUDENTS, FACULTY STAFF	8
CURRICULAR INITIATIVES	8
CO- CURRICULAR INITIATIVES	8
TABLE 3: UMES – EFFORTS TO CREATE POSITIVE INTERACTIONS AND AWARENESS AMONG STUDENTS, FACULTY AND STAFF	9
<u>UMES PROCESS FOR REPORTING CAMPUS-BASED HATE CRIMES</u>	10
TABLE 4: UMES – INSTITUTION HAS PROCESS FOR REPORTING CAMPUS-BASED HATE CRIMES	10
<u>CONCLUSION</u>	10
TABLE 5: UMES STUDENT ENROLLMENT* FALL 2009-FALL 2015 BY RACE/ETHNICITY	11
TABLE 6: UMES FACULTY* FALL 2009-FALL 2015 BY RACE/ETHNICITY	12
TABLE 7: UMES STAFF* PROFILE FALL 2009-FALL 2015 BY RACE/ETHNICITY	13

Introduction

The University of Maryland Eastern Shore (UMES) encourages, values and supports cultural diversity and diversity awareness. As stated in our institutional mission statement, “UMES is committed to providing access to highly quality education for students from a multiplicity of backgrounds while emphasizing multicultural diversity and international perspectives”. In accordance with Education §11-406, this institutional report on programs of cultural diversity provides a summary of the University’s Cultural Diversity Plan and provides information and data for achievement of cultural diversity and areas requiring improvement.

Summary of Institutional Plan to Improve Cultural Diversity

The UMES Cultural Diversity Plan includes three major goals for improving cultural diversity. These goals are each supported by sub-goals and key strategies. The plan and progress for achieving the goals are evaluated collaboratively by university leadership through quantitative and qualitative data review. The following are the major goals of the UMES Cultural Diversity Plan:

GOAL 1: Climate for Living, Learning and Working: The University of Maryland Eastern Shore is committed to fostering a campus environment of inclusion, knowledge and understanding in which faculty, staff and students learn to value diversity and to respect the individual differences that enrich the University community.

GOAL 2: Student Access and Opportunity: The University of Maryland Eastern Shore is committed to ensuring equal access and opportunity for high quality education at the University of Maryland Eastern Shore (UMES) for all non-African-American students.

GOAL 3: Diverse Faculty and Staff: The University of Maryland Eastern Shore is committed to building and maintaining a diverse community of faculty and staff that reflects a broad range of racial/ethnic groups, cultures, and perspectives.

UMES’ Progress on Cultural Diversity

The University of Maryland Eastern Shore continues to improve its outcomes for achieving defined goals for cultural diversity in the three focal areas: 1. Climate for Living, Learning, and Working; 2. Student Access and Opportunity; and 3. Diverse Faculty and Staff.

GOAL 1: Climate for Living, Learning and Working

The UMES is committed to providing a positive campus culture for students, faculty, staff and administrators. Through its UMES Senate, the university formed a Campus Climate Committee (2013) and with a strong endorsement from President Juliette B. Bell, conducted an organizational climate survey (2014) to determine its progress toward promoting a productive, safe and inclusive campus environment. The survey addressed areas such as communications, management/leadership, staff development and job satisfaction/morale. The results of the survey yielded 11 recommendations to enhance the university environment and revealed the need for improved customer service university-wide.

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

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity						
Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within Plan						
University of Maryland Eastern Shore						
A	B	C	D	E	F	G
Diversity Plan	Goals and Timeline	Implementation Strategies	Areas of Emphasis/Targeted Services for Specific Populations	Evaluation of Program	Goal Progress Compared to Base Year: 2009-2010	Areas of Needed Improvements
<i>Y=Yes/N=No</i>	<i>A. Cite # of goals (inclusive year(s)) B. Cite goals that are the focus of this report</i>	<i>Cite relevant strategies used for students, faculty, and staff</i>	<i>State specific area institution uses for each targeted population</i>	<i>Y or N (annual/biennial)</i>	<i>Improved Goal # by % or Static</i>	<i>Name specific areas in need of improvement</i>
EXAMPLE	A. 7 Goals 2016-2010 B. Goal 1: Increase diversity of faculty to reflect diversity of campus community	Expanded scope of faculty recruitment initiatives to include resources not previously used such as online publications	Recruitment and retention of a more diverse faculty	Y (biennial)	Improved Goal #1 by 5% over biennium	Cite area and reason for improvement, if needed
Y	A. 3 Goals 2010-2016					
	Goal 1: Climate for Living, Learning and Working	Maintain a campus environment that is inclusive, safe and respectful.	Retention of students, faculty and staff	Y (annual)	Conducted an organizational climate survey resulting in recommendations which are currently being addressed.	
	Goal 2: Student Access and Opportunity					
	2.A. Improve the number of bachelor's degrees earned by non- African American students.	Peer tutors, mentors, advisors and retention coordinators work collaboratively to ensure student success.	Retain and graduate a more diverse undergraduate student population	Y (annual)	Increased of degrees earned has by 55 or 63%	
	2.A.1. Improve the number of new non-African American students who enter UMES as freshmen and transfers.	Hired recruiter to work with Maryland high schools to establish junior MANNRS chapters to provide linkages to UMES to recruit students from underrepresented groups.	Recruitment of diverse undergraduate student population		Increased by 26 students or 11%	
		Increased the number of articulation agreements with community colleges.				
		Participated in college fairs such as the Northern NJ Hispanic Fair, National Hispanic College Fair, Easher Shore Youth Summit and College Fair for foster youth.				
	2.A.2 Enhance the first-year retention rate for non-African American students.	Developed Latino/Hispanic mentoring program entitled, "Latino Students United".	Retention of a diverse student population	Y (annual)	Increased first-year retention rate for non-African American students by 5 percentage points	
	2.B. Improve the number of graduate degrees earned by African American students.	Collaborated with USM graduate schools in Maryland's Promise-AGEP program: improved advising to decrease degree completion and limited number of years that a student may receive a graduate/research assistantship	Retain and graduate a more diverse graduate student population	Y (annual)	Increased graduate degrees earned by African American students 7 percentage points	
	2.B.1 Improve the number of new African American graduate students.	Attended graduate school fair promoted the UMES Graduate School in marketing campaigns and allocated limited funding to graduate programs	Recruitment of diverse graduate student population	Y (annual)	Increased new African American graduate students by 5.1 percentage points	
	Goal 3: Diverse faculty and staff					
	3.A. Improve the number of African American tenured and tenure-track faculty.	Vacant faculty positions are advertised in professional journals/publications that target a diverse audience.	Recruitment and retention of more diverse faculty	Y (annual)	Increased the number of African American tenured or tenure-track faculty by 9 or 19%	
	3.B. Maintain the number of non-African American full-time administrators.	Encouraged professional development and provided opportunities to attend conferences.	Retention of non-African American administrators	Y (annual)	Increased non-African American full-time administrators by 11 to 28, .7	
		Supported promotion efforts within the departments and institution and ensured salaries were competitive with				
	3.C. Improve the number of non-African American staff members.	Continued to recruit using sources that are geared toward a diverse audience of applicants.	Recruitment and retention of more diverse staff	Y (annual)	Increased non-African American staff members by a 3.4 percentage points	
		Ensured committees reviewing applicant resumes are comprised of members meeting gender and race requirements to increase the chance of diversity of applicants being interviewed based on fair review of an applicant materials. Encouraged current staff members to network with friends and family to encourage them to apply for open positions.				

In response, UMES created the Hawkspitality initiative to increase awareness about the university's core values of "integrity, commitment, accountability, respect and excellence (ICARE)" and to improve customer service campus-wide. Members of the UMES campus community can share concerns through email and by placing written concerns in comment lockboxes placed around the campus. The climate committee continues its work by engaging in the process of addressing the recommendations and has implemented the following changes and improvements to date:

- Initiated a review of the Human Resources department
- Hired a social media manager to increase UMES' online presence
- Developed a campus-wide calendar for campus teammates
- Hosted an administrative professionals retreat
- Hosted the "Leading with the Speed of Trust" professional and personal development training
- Enhanced its faculty development component by hiring an Associate Provost to oversee this critical entity

UMES was recently commended for the campus-wide promotion of and commitment to the ICARE core values and the implementation of the Hawkspitality campaign by the Middle States Site Visit Evaluation Team. Collaborative university strategies such as these greatly assist UMES in fostering a positive campus culture and creating an environment conducive to optimal participation of all university stakeholders.

GOAL 2: Student Access and Opportunity

UMES continues to progress in providing access and opportunities for all its students and to retaining and graduating a diverse student population. To that end, UMES' outcomes have improved in the following areas when compared to the baseline year:

141 (25.4%) non-African-American students earned bachelor's degrees from UMES, an increase of 55 students or 63% compared to the baseline data. (Goal 2.A)

262 (26.6%) non-African-American new freshmen and transfer students, an increase of 26 students or 11%, compared to the baseline data. (Goal 2.A.1)

70.1% of non-African American students were retained to the second year, an increase of 5.1 percentage points, compared to the baseline data. (Goal 2.A.2)

54 (39.7%) graduate degrees (including master's and doctoral degrees) were earned by African-American students, an increased by 7 percentage points; however this is a 4.3 percentage point decrease from the previous year. (Goal 2.B)

272 graduate-level (including master's and doctoral) African-American students were enrolled, an increase of 21% compared to the baseline data. (Goal 2.B.1)

GOAL 3: Diverse Faculty and Staff

Recognizing not only the importance of a diverse student population but also the critical role that faculty and staff play in serving as role models for students, the institution is dedicated to hiring and training a diverse workforce. The university has implemented strategies to increase the number of African American tenured and tenure-track faculty members and non-African American staff members and to maintaining the number of university non-African American administrators. Through the successful implementation of strategies such as advertising vacant faculty positions in print and electronic publications which target a diverse audience and establishing faculty mentoring programs, UMES has increased its African American tenured and tenure-track faculty by 19%.

UMES currently employs 28 non-African American full-time administrators, which represents a slight increase of .7 percentage points. The department of Human Resources uses a number of mechanisms to ensure diversity among university administrators including by not limited to: 1. Equipping administrators with tools and training for effective leadership and attaining unit and departmental goals; 2. Ensuring salaries are competitive within the university structure and with peer institutions; and 3. Facilitating an atmosphere of transparency and engagement in decision making for administrators and their staff. UMES has increased its non-African American staff by 3.4 percentage points, representing 25.4% of the university's staff workforce. Human resources takes great strides in certifying that all search committees are gender and racially diverse to ensure equitable and fair recruitment and selection of new UMES team members.

How UMES uses cultural diversity for students, faculty and staff

Recruitment and Retention of Underrepresented Students, Faculty and Staff

UMES uses a variety of strategies and mechanisms to recruit and retain underrepresented students, faculty and staff members. As the number of distinctive, high-demand academic programs increase at the university, UMES continues to attract students, faculty and staff traditionally underrepresented at the university. The Office of Admissions in collaboration with Academic Affairs and the academic schools uses a number of strategies to accomplish this goal. The university has increased its participation in college fairs which target Hispanic and Latino students such as the Northern NJ Hispanic Fair and the National Hispanic College Fair. Other fairs which target foster youth such as the Eastern Shore Youth Summit and College Fair has also been added to the recruitment visitation schedule. UMES has enhanced its dual enrollment partnerships to include Dorchester and Somerset Counties.

The University has engaged in activities collaborative efforts to increase the number of articulation agreements and MOUs with community college partners and added four new agreements. The university anticipates increasing the partnerships to 30 for the next academic year.

The Center for Access and Academic Success (CASS), Student Affairs and Disability Support Services continue to offer services to support students. The Center currently offers a mentoring program for Latino students and supports the Advocate2Educate programs for all incoming students. Programs such as MADE and REACH provide gender specific services to enhance the retention of African American men and women. These programs not only assist with providing a supportive and engaging environment for new and transfers students but also work closely with students to enhance their academic performance to close the academic achievement gap.

The University advertises in a wide range of media outlets to attract, recruit and hire a diverse faculty and staff and advertises in national and local print and electronic publications. Other strategies include targeting organizations such as NASPA, leveraging faculty and staff networks to recruit and retain new team members and support new and junior faculty through mentoring initiatives.

UMES retains faculty and staff by offering competitive compensation and benefits consistent with other peer institutions and offers campus recognition programs and training opportunities to demonstrate its appreciation to faculty and staff and ensure that employees keep pace with changing knowledge, skills and practices.

Table 2: UMES - Description of the Way Institution Addresses Cultural Diversity among its Students, Faculty and Staff

2015-2016 Annual Report on Institutional Programs of Cultural Diversity				
Description of Way Institution Addresses Cultural Diversity Among its Students, Faculty, and Staff				
University of Maryland Eastern Shore				
A	B	C	D	E
Recruitment and Retention of Underrepresented Students, Faculty, and Staff	Creates Positive Cultural Interactions and Awareness among Students, Faculty, and Staff	Uses Cultural Sensitivity Instruction and Training for Students, Faculty, and Staff	Uses Administrative Structures, Offices, Councils, and Diversity Officers	Uses Targeted Programs and Services to Achieve Cultural Diversity Goals
<i>State the recruitment and/or retention initiative and indicate for whom it applies</i>	<i>State the initiatives used to create interactions and awareness for students, faculty, and staff</i>	<i>State what type of instruction and training is used for students, faculty, and staff</i>	<i>List in hierarchical order all diversity structures used within and across the institution</i>	<i>State the targeted programs and services and indicate for whom each is targeted</i>
<p>Initiative: Participation in Northern NJ Hispanic Fair, National Hispanic College Fair, Eastern Shore Youth Summit and College Fair for foster youth.</p> <p>Applies to: Students</p>	<p>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.</p>	<p>Safe Zone Training provided by the Counseling Center and the Office of Residence Life to train staff members on issue concerning the LBGT-Q community.</p>	<p>Title IX coordinator and Acting Equity and Compliance Officer</p>	<p>Targeted program/service: Latino Student United is designed to provide increased mentoring and support.</p> <p>Target: Latino students</p>
<p>Initiative: The division of Student Affairs encourages participation in the NASPA organization to increase diversity among student affairs professionals.</p> <p>Applies to: Staff</p>	<p>Programming and events to celebrate diverse cultures such as Black History month, Hispanic Heritage month, Women's History month, World Aids Day, National Day of Silence and the International Festival.</p>	<p>Human Resources provides training on topics such as conflict resolution, civility and effective leadership for staff and supervisors.</p>		<p>Targeted program/service: Men Achieving Dreams through Education (MADE) retention initiative to increase the number of African American male graduates.</p> <p>Target: African American Male students</p>
<p>Initiative: The School of Pharmacy and Health Professions participates in college and career fairs, open house events, develops articulation agreements and uses technology to recruit students from diverse backgrounds.</p> <p>Applies to: Students</p>	<p>Various academic departments host international scholars, performers, artists, researchers and guest lecturers.</p>	<p>Academic Affairs provides workshops on topics such as Classroom Management to assistant faculty and staff with working with diverse students and to gain a better understanding of cultural and generational differences.</p>		<p>Targeted program/service: ESL tutoring</p> <p>Target: Students who are non-native English Speakers</p>
<p>Initiative: 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.</p> <p>Applies to: Faculty; Staff</p>				<p>Targeted program/service: Advocate2Educate retention initiative to foster increased advocacy and mentoring and to provide each student with a sense of belonging.</p> <p>Target: All incoming first year and transfer students</p>
<p>Initiative: A faculty mentoring program in the School of the Arts and Professions is being established to facilitate the transition and support of new and junior faculty.</p> <p>Applies to: Faculty</p>				<p>Targeted program/service: REACH (Responsible Educated Action-Oriented Civically engaged Hawks4Life</p> <p>Target: African American female students</p>
<p>Initiative: The division of Academic Affairs develops articulation agreements with community colleges to provide a seamless transfer for students seeking a bachelor's degree and to increase the diversity of the student population.</p> <p>Applies to: Students</p>				<p>Targeted program/service: Disability Support Services</p> <p>Target: Students with self-reported physical, mental or intellectual disabilities</p>
<p>Initiative: The department of Human Resources advertises positions in publications that attracts a diverse audience.</p> <p>Applies to: Faculty; Staff</p>				<p>Targeted program/service: Center for International Education</p> <p>Target: International students, International scholars, All UMES students</p>
<p>Initiative: UMES provides professional development opportunities and training to faculty and staff to ensure all employees are equipped with tools to be effective in his/her job responsibility.</p> <p>Applies to: Faculty; Staff</p>				

Efforts to Create Positive Interactions and Awareness

Cultural Diversity Instruction and Training of Students, Faculty Staff

The university offers programming and hosts events which celebrate diversity such as its annual International Festival, World Aids Day, National Day of Silence and national and state ethnic heritage recognitions such as Black History month, Hispanic Heritage month and Irish American Heritage month.

The university provides cultural sensitivity training such as Safe Zone Training. Human Resources provides various training workshops on topics such as conflict resolution, workplace civility and effective leadership strategies. Other training opportunities are provided by faculty and staff through Academic Affairs such as classroom management training and understanding students through advocacy and mentoring.

Curricular Initiatives

UMES promotes cultural diversity and awareness among its students, faculty and staff through the incorporation of cultural themes and perspectives into the curriculum. More than 40 courses in the general education program and in the discipline related programs afford students with classroom and experiential opportunities to learn about diverse cultures. These curricular offerings provide students with an enriched academic experience and increases the student's cultural competence required in a competitive workforce. UMES hosts professional development workshops for current and future educators that includes sessions on working with diversity in the classroom. The university is currently creating more opportunities to study abroad by partnering with agency and other universities to host study abroad experiences. Recently UMES students have traveled to China and Costa Rica. Cultural diversity training is also promoted in clinical experiences. Student interns are expected to provide work samples that demonstrate their understanding diversity.

Co- Curricular Initiatives

Cultural awareness enhancement is provided through co-curricular experiences such as guest lectures, artistic performances and other experiential learning opportunities. The Office of Campus Life is the home to over 60 student organizations that range from social awareness, cultural education and academic interests. The monthly program slate is developed by consciously focusing on "awareness days and months" that is included but not limited to the National Day of Silence, World AIDS Day, Veteran's Day, Black History Month, Latino Heritage Month and Women's History Month. Students participate in service learning programming to foster the promotion of cultural awareness such as building accessibility ramps, working a local food banks and participating in alternative Spring break activities in New Orleans, LA.

Academic departments host lecture series, visiting scholars, cultural activities, exhibitions and discipline related awareness events such as "Speed of Light Day", lecture series for academic schools Arts and Professions, Business and Technology and Agricultural and Natural Sciences. The School of Pharmacy and Health Professions hosts an annual Health and Wellness Fair. Students may also attend field trips to museums, cultural centers and artistic performances.

Table 3: UMES – Efforts to Create Positive Interactions and Awareness among Students, Faculty and Staff

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity		
<i>Efforts to Create Positive Interactions and Awareness Among Students Faculty and Staff</i>		
<i>University of Maryland Eastern Shore</i>		
A	B	C
Provides Cultural Diversity Instruction & Training of Students Faculty and Staff	Provides Curricular Initiatives that Promote Cultural Diversity in Classroom	Provides Co-Curricular Programs and Events for Students
<i>State the nature and type of instruction and training for students, faculty, and staff</i>	<i>State the nature and type of curricular initiatives used to promote cultural diversity in the classroom within the institution</i>	<i>List institution-wide (IW) and targeted (T) co-curricular programs for students</i>
Safe Zone Training provided by Counseling Center and the Office of Residence Life to train staff members on issue concerning the LGBT-Q community.	Study abroad is offered to students to increase cultural diversity and faculty incorporate cultural diversity into their courses through discussions, examples, and case studies.	The Office of Campus Life provides programming which consciously focuses on awareness days and months. These include: National Day of Silence, World Aid Day, Veteran's Day, Black History Month, Latino Heritage Month, and Women History Month. Additionally, UMES is home to over 60 student organizations that range from social awareness, cultural education and academic interests.
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. Some activities students have participated in t academic year include building accessibility ramps, mentoring and tutoring elementary school students at a local community center, working with the local food bank in providing Thanksgiving baskets to needy families in Somerset and Wicomico Counties and participating in an alternative spring break activity in New Orleans, Louisiana.
Academic Affairs provides workshops on topics such as Classroom Management and the promotion of engagement and advocacy (Time for TEA) to assistant faculty and staff with working with diverse students and gain a better understanding of cultural and generational differences.	Clinical experiences are carefully selected to provide diverse setting for all teacher candidates. Interns are expected to provide work samples and portfolios that demonstrate a deeper understanding of their students and the content they teach including application of their understanding of diversity.	The Department of Natural Sciences celebrates "National Chemistry Week" and "Mole Day" (in October), "Speed of Light Day" and "Pi Day" in March and sponsor fun events that provide students information about important scientific concepts and important minority scientists. These events bring a cross-section of students together for a variety of activities.
New graduate students participate in orientation sessions which include diversity training and cultural sensitivity.	Several courses in Special Education focus on understanding characteristics of students with disabilities and also the interaction between class race and treatment of special needs individuals. Students learn specific strategies to meet the learning needs of this population.	Students in the Department of Natural Science senior seminar course are responsible for updating bulletin boards which feature rotating displays for Native American Heritage Month, Hispanic Heritage Month, Black History Month and Women's History Month.
	The Counselor Education graduate program infuses cultural diversity in all of its courses. There are two courses in particular that focus on diversity issues, CNED 645 Cross-cultural Perspectives in Counseling and CNED 655 Social Diversity Counseling. CNED 645 addresses issues regarding race, culture and ethnicity. CNED 655 addresses issues around gender, sexual orientation, ability, SES, religion, and age. These two classes involve experiential learning to examine bias awareness and activities that require participation in the community for observation and engagement.	The SAP Lecture Series Committee coordinates a school-wide activity designed provide a collegial and intellectual forum for students, faculty, and community.
		In the visual and performing arts, students and faculty organize exhibitions for public viewing. Music faculty and students display their talents through various concerts and public performances.
		Field trips to organizations, museums and other establishments are organized for students to support co-curricular activities and augment classroom learning experience.

UMES Process for Reporting Campus-Based Hate Crimes

Table 4: UMES – Institution has Process for Reporting Campus-Based Hate Crimes

<i>2015-16 USM Annual Report on Institutional Programs of Cultural Diversity</i>	
<i>Institution has a Process for Reporting Campus-Based Hate Crimes</i>	
<i>University of Maryland Eastern Shore</i>	
Yes, UMES has a process for reporting campus- based hate crimes. The university has not experienced campus-based hate crimes for the past 3 years.	

UMES uses its Jeanne Clery Act Compliance Reporting Policy for reporting campus-based hate crimes. A university police/compliance coordinator ensures that the policy is adhered to and that an annual disclosure/report is made available to the campus community and the public. The University of Maryland Eastern Shore experienced no campus hate-based crimes or biased motivated incidents for 2015.

In accordance with the requirements of the Jeanne Clery Act, the University of Maryland Eastern Shore Police Department shall:

1. Maintain a daily **crime log** of all crimes reported. This log will be available for public inspection, in a timely manner, upon request.
2. Compile and disclose statistics of reports on the types of Clery Crimes reported for the University’s campus, the immediately adjacent public areas and public areas running through the campus, remote classroom facilities and certain non-campus facilities.
3. Collect reports of Clery Crimes made to the University Police Department, local law enforcement, University officials and others associated with the University who have significant responsibility for student and campus activities.
4. Create and publish an annual report to the Department of Education disclosing statistics of Clery Crimes reported over the past three (3) years, as well as University policies and procedures addressing campus security and safety.
5. Annually disclose/provide access to the campus community and the public, the Annual Security Report, which provides:
 - Crime data (by type);
 - Fire incident data;
 - Security policies and procedures in place to protect the community; and
 - Information on the handling of threats, emergencies and dangerous situations.

Conclusion

The Cultural Diversity Plan for the University of Maryland Eastern Shore (UMES) focuses on three main goals: 1) *Climate for Living, Learning and Working*; 2) *Student Access and Opportunity*, and 3) *Diverse Faculty and Staff*. The University continues to achieve its goals for cultural diversity and is committed to providing cultural diversity training and awareness opportunities for students, faculty and staff. As the university expands and become more diverse, it will continue to use successful strategies to educate the campus community about cultural diversity, provide training opportunities to students, faculty and staff and to value and appreciate the enriching experiences which result from a diverse community of stakeholders.

UNIVERSITY OF MARYLAND EASTERN SHORE
Institutional Program of Cultural Diversity Progress Report Data
Academic Year 2009-2010 thru 2015-2016

Table 5: UMES Student Enrollment* Fall 2009-Fall 2015 by Race/Ethnicity

Race /Ethnicity	2009-2010				2013-2014				2014-2015				2015-2016			
	Number	Percent	Male	Female												
African American/Black	3,439	80.6%	1,331	2,108	2,831	69.7%	1,186	1,645	2,860	68.9%	1,225	1,635	3,026	70.2%	1,308	1,718
American Indian or Alaskan Native	8	0.2%	5	3	4	0.1%	3	1	7	0.2%	4	3	7	0.2%	6	1
Asian	63	1.5%	31	32	75	1.8%	45	30	66	1.6%	37	29	67	1.6%	35	32
Hispanic/Latino	63	1.5%	26	37	87	2.1%	36	51	85	2.0%	40	45	115	2.7%	53	62
White	591	13.9%	270	321	635	15.6%	307	328	620	14.9%	293	327	597	13.8%	294	303
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	3	0.1%	0	3	2	0.0%	0	2	2	0.0%	0	2
Two or More Races	NA	NA	NA	NA	370	9.1%	148	222	461	11.1%	197	264	454	10.5%	193	261
Did Not Self-Identify	102	2.4%	39	63	56	1.4%	29	27	50	1.2%	21	29	43	1.0%	20	23
Total	4,266	100.0%	1,702	2,564	4,061	100%	1,754	2,307	4,151	100.0%	1,817	2,334	4,311	100.0%	1,909	2,402

*Foreign students are not included

Table 6: UMES Faculty* Fall 2009-Fall 2015 by Race/Ethnicity

Race /Ethnicity	2009-2010				2013-2014				2014-2015				2015-2016			
	Number	Percent	Male	Female												
African American/Black	120	39.7%	60	60	132	37.0%	67	65	130	36.6%	68	62	134	38.7%	67	67
American Indian or Alaskan Native	2	0.7%	1	1	5	1.4%	2	3	4	1.1%	2	2	1	0.3%	1	0
Asian	22	7.3%	13	9	36	10.1%	23	13	36	10.1%	22	14	40	11.6%	24	16
Hispanic/Latino	7	2.3%	4	3	8	2.2%	4	4	10	2.8%	6	4	9	2.6%	5	4
White	148	49.0%	82	66	168	47.1%	90	78	166	46.8%	84	82	155	44.8%	78	77
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	0	0%	0	0	1	0.2%	1	0	1	0.3%	1	0
Two or More Races	NA	NA	NA	NA	5	1.4%	2	3	5	1.4%	3	2	4	1.2%	2	2
Did Not Self-Identify	3	1.0%	0	3	3	0.8%	2	1	3	0.8%	2	1	2	0.6%	1	1
Total	302	100.0%	160	142	357	100%	190	167	355	100.0%	188	167	346	100.0%	179	167

*Foreign faculty is not included

Table 7: UMES Staff* Profile Fall 2009-Fall 2015 by Race/Ethnicity

Race /Ethnicity	2009-2010				2013-2014				2014-2015				2015-2016			
	Number	Percent	Male	Female												
African American/Black	400	74.3%	158	242	423	75.9%	189	234	400	74.6%	175	225	403	74.8%	183	220
American Indian or Alaskan Native	3	0.6%	0	3	3	0.5%	0	3	3	0.6%	1	2	3	0.6%	1	2
Asian	4	0.7%	1	3	9	1.6%	4	5	9	1.7%	4	5	8	1.5%	4	4
Hispanic/Latino	7	1.3%	3	4	11	2.0%	8	3	12	2.2%	6	6	11	2.0%	7	4
White	119	22.1%	69	50	105	18.9%	58	47	104	19.4%	55	49	108	20.0%	59	49
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	0	0%	0	0	0	0%	0	0	0	0.0%	0	0
Two or More Races	NA	NA	NA	NA	4	0.7%	2	2	4	0.7%	2	2	4	0.7%	2	2
Did Not Self-Identify	5	0.9%	3	2	2	0.4%	2	0	4	0.7%	4	0	2	0.4%	2	0
Total	538	100.0%	234	304	557	100%	263	294	536	100%	247	289	539	100.0%	258	281

*Foreign staff and Graduate Teaching/Research Assistants are not included