



**University of Maryland University College**  
*Diversity Initiatives*

February 26, 2011

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

Dear Dr. Wolfe:

Attached please find University of Maryland University College's (UMUC) 2009-2010 Annual Progress Report on Programs of Cultural Diversity.

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

Sincerely,

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

Blair H. Hayes,  
Director  
Diversity Initiatives



University of Maryland University College

**2009-2010 Annual Progress Report  
On  
Programs of Cultural Diversity**

**February 25, 2011**

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As outlined in Senate Bill 438 and House Bill 905, passed by the Maryland General Assembly, University of Maryland University College (UMUC) has prepared the 2009-2010 UMUC Annual Progress Report on Programs of Cultural Diversity. UMUC promotes a climate for diversity and inclusion to ensure that students, faculty, and staff value the variety of perspectives, experiences, and backgrounds that are comprised within UMUC. Contained within this report is the progress that UMUC has made since the submission of the formal plan to the University System of Maryland (USM) in 2009.

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

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

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

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

**A. Monitoring and Reporting**

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

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

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

Over the past year, the Office of Diversity Initiatives has instituted several Diversity Awareness Training Programs. The Office of Diversity Initiatives, along with the Office of Human Resources, tracks the participation and completion of all staff and faculty that have completed Diversity Training Programs to ensure that staff and faculty are continuously being educated on diversity and inclusion.

The Offices of Legal Affairs, Human Resources, and Diversity Initiatives combine to track EEO inquiries and complaints that are filed with the Office of Diversity Initiatives. All individuals that inquire about potential instances of discrimination or sexual harassment are contacted and informal investigations occur. Tracking forms are utilized to track formal EEO investigations to ensure that complainants and respondents are notified of the findings.

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

## **B. Students**

UMUC continues to have one of the most diverse student bodies of any USM institution. The diversity of the student body has remained stable over the past year, with only minor changes within some of the under-represented groups that are being tracked. As shown in Table 1 below, the total number of students enrolled at UMUC locations in Maryland increased by 4,662 from Fall 2009 to Fall 2010, an overall increase of 13%. The largest increase was seen in the enrollment of African-American students (11%). Further, we began tracking students who identified that they were of more than one race which represents 3% of the current student population. White students constituted 39% of the student body in the Fall of 2010, with under-represented minorities at 46%, compared to 38% white and 45% under-represented minorities in Fall 2009.

UMUC's student population in Maryland was 45% male and 55% female in Fall 2010, which mirrors the gender proportions in Fall 2009. The African-Americans

subpopulation is 63% female and 37% male, while the American Indian subpopulation is 56% female and 44% male.

	<b>Number</b>	<b>Percent</b>	<b>Male</b>	<b>Female</b>
African American/Black	13718	35%	5115	8603
American Indian or Alaska Native	196	1%	87	109
Asian	1926	5%	1043	883
Hispanic/Latino	1922	5%	920	1002
White	15171	39%	7759	7412
Native Hawaiian or other Pacific Islander	79	0%	32	47
Two or more races	1104	3%	492	612
Did Not Self Identify	4718	12%	1921	2797
<b>TOTAL</b>	<b>38834</b>		<b>17369</b>	<b>21465</b>

\*\*Note: The table above does not include data related to Non-Resident Aliens (Male – 332 and Female – 411).

### **C. Academic Programs**

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

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

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

**Table 2. Diversity Courses Participation**

<b>Courses</b>	<b># of Participants</b>
Diversity Awareness	234
Disability Studies	192
Domestic Violence	496

Post-Baccalaureate Certificate in Diversity Awareness – An 18-credit (6 courses) interdisciplinary certificate focused on applying social science concepts to foster an awareness and sensitivity to the diverse groups that an individual is likely to encounter in today’s workplace. It is intended for those currently working in human resource, personnel, and management sectors to update and expand their knowledge,

understanding, and awareness of contemporary diversity issues. Students may complete this certificate while pursuing bachelor’s degrees in majors such as business administration, communication studies, criminal justice, and human resource management.

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

1. EDCP 100 – Principles & Strategies of Successful Learning. An optional 3-credit course that serves as an introduction to knowledge and strategies designed to promote success in the university environment. Focus is on developing the study, interpersonal, and self-management skills and attitudes needed to achieve academic objectives. Topics include the university's mission, resources, and requirements. A series of self-assessments serve as tools to identify values and goals for individual life planning and educational success.
2. Intensive Writing Courses – Sections for Speakers of Native Languages Other than English. These include Introduction to Writing; Business Writing; Advanced Expository & Research Writing; and Technical Writing.

**D. Faculty**

Table 3 depicts the ethnicity and gender demographics for UMUC faculty in Fall 2010. The largest group (49% in Fall 2010) of faculty are those classified as “Did Not Self Identify”, an increase of 5% from Fall 2009 (44% in Fall 2009). Many faculty members decline to identify their race or report as “other”. The second largest group of faculty is white faculty members at 39% in Fall 2010, compared to 42% in Fall 2009. Asian, Hispanic, and American Indian faculty represent small segments of the total faculty at a combined 5% of the total faculty representation.

Males comprise 57% of the faculty and females 43% in Fall 2010.

	<b>Number</b>	<b>Percent</b>	<b>Male</b>	<b>Female</b>
African American/Black	155	7%	84	71
American Indian or Alaska Native	13	1%	10	3
Asian	67	3%	57	10
Hispanic/Latino	26	1%	15	11
White	823	39%	475	348
Native Hawaiian or other Pacific Islander	0	0%	0	0
Two or more races	0	0%	0	0

Did Not Self Identify	1043	49%	578	465
TOTAL	2127		1219	908

\*\*Note: The table above does not include data related to Non-Resident Aliens (Male – 46 and Female – 20).

## E. Staff

As shown in Table 4 below, the total number of staff employed at UMUC locations in Maryland increased by 3% in 2010 compared to 2009, to 1144 from 1116. The relative proportions of the various subpopulations and under-represented groups remained virtually unchanged over the past year. However, there was a slight increase in the proportion of female staff to 67% from 66% in 2009. Further, within the Asian-American subpopulation the proportion of female staff increased to 70% in 2010 from 60% in 2009.

	Number	Percent	Male	Female
African American/Black	290	25%	70	220
American Indian or Alaska Native	3	0%	2	1
Asian	76	7%	23	53
Hispanic/Latino	29	3%	9	20
White	468	41%	167	301
Native Hawaiian or other Pacific Islander	1	0%	0	1
Two or more races	2	0%	0	2
Did Not Self Identify	275	24%	102	173
TOTAL	1144		373	771

\*\*Note: The table above does not include data related to Non-Resident Aliens (Male – 26 and Female – 27).

## F. Recruitment of Staff and Faculty

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

- Age
- Gender
- Citizenship

- Criminal Record
- Health and Physical Abilities
- Family/Marital/Parental Status
- Military
- National Origin
- Race or Skin Color
- Religion
- Residence

Additionally, as a core value, diversity is included in behavioral interview questions for leadership, management, and staff hiring. The Diversity Core Value states that UMUC recognizes that “each individual brings value to our university and our results.” Each interviewer is asked to prepare behavioral questions that gauge the interviewees experience and expertise in working in diverse environments. Additionally, interviewees for supervisory positions are asked about their skills managing employees from diverse backgrounds.

## **II. Progress on Meeting Goals as Stated in Plan**

As outlined in Section I, UMUC continues to make significant progress against the original UMUC Cultural Diversity Plan. As the University continues to grow both locally and internationally, the Cultural Diversity Plan is an integral part of the strategic objectives and mission of the University. Decisions made regarding educational program development, hiring, training, and EEO compliance are made with the Cultural Diversity Plan as a reference. The plan will continue to be part of the strategic approach to diversity and will be amended as the President and the Office of Diversity Initiatives Director continue to chart the direction of the office.

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

To expand cultural diversity awareness among students, faculty, and staff numerous programs and communications were developed for the University. The UMUC Diversity Poster series has continued with the development of posters highlighting Hispanic Heritage Month and Disability Awareness Month. A strategy has been implemented to ensure each month a different heritage is recognized to increase information regarding the variety of cultures and heritages that comprise UMUC. Posters are displayed in each department and each of the public spaces throughout UMUC locations. To further communicate information regarding a particular months Heritage or Cultural theme announcements are included in weekly newsletters that are received by all staff and faculty. Additionally, to ensure that UMUC students are also receiving the diversity messaging, we utilize UMUC’s social media platform to engage all students in the virtual diversity discussion.



Throughout the year, tools and resources were provided to support awareness of diversity and federally recognized cultural holidays. UMUC provides a multicultural diversity calendar for all staff, faculty, and students to receive information regarding diversity events and information. Additionally, in September, UMUC recognized U.S. Constitution Day by distributing pocket-size constitutions.

UMUC is committed to providing forums for conversations and dialogue related to how diversity is managed throughout the University. To that end, the Director of Diversity Initiatives worked with the UMUC-Society of Human Resources Management to present a lecture about diversity at UMUC and how to ensure effective diversity program implementation. This learning opportunity was designed to promote awareness of diversity and to further their knowledge of diversity program management. Additionally, the Director participated in a panel discussion for the African-American Association of Human Resource professionals to discuss the University's approach to diversity implementation. UMUC has also continued to serve as host and sponsor of the Top 100 Minority Business Entrepreneur (MBE) program. The annual event highlights minority and woman owned businesses throughout the Washington DC Metro Region that are recognized as leaders in the business world.

An integral part of the cultural diversity efforts at UMUC are the outreach activities that students, alumni, faculty, and staff are engaged. Individuals throughout UMUC are provided with opportunities to participate in outreach activities that enable them to work across cultural differences in the community. In 2010, UMUC sponsored two dragon boat events for the UMUC Virtual Dragons. The dragon boat festivals are events that originate as a celebration of Asian culture and provide individuals from all backgrounds the opportunity to work together during dragon boat races. A total of 50 (UMUC staff, students, and alumni) competed in the 9<sup>th</sup> Annual Washington DC Dragon Boat Festival and the 9<sup>th</sup> Annual Philadelphia Dragon Boat Festival. UMUC also sponsored the UMUC Tigers Softball Team, comprised of 28 UMUC staff, alumni, and students in the Maryland-National Capital Parks and Planning Commission Department of Parks and Recreation for Prince Georges County Summer Slow Pitch Softball League. The UMUC Virtual Dragons won a combined four gold medals in the festivals and the UMUC Tigers won the 2010 Softball League Championship.

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

In Spring 2010, a new Director of Diversity was hired to lead the Office of Diversity Initiatives. This change in the personnel within the Office of Diversity Initiatives was designed to enhance the direction of the office and to ensure that there was seamless collaboration between the offices of Diversity, Human Resources, and the General Counsel. These relationships are critical in building the diversity climate throughout the University and to position the office to best respond to diversity issues that may arise. Since evaluating the office and the climate for diversity within the University, the new Director has begun moving the office forward. The Director reports directly to the President of the University ensuring that all issues related to EEO and diversity are given

the proper attention and that any resources that are needed can be obtained. Further, the Director of Diversity is an acting member of the UMUC Cabinet ensuring that diversity and cultural perspectives are part of leadership discussions on a regular basis.

Additionally, the Disability Services Department was moved from reporting to the Office of Student Affairs to the Office of Diversity Initiatives. Previously, the Disability Services Department only oversaw accommodations for UMUC students, while staff accommodations were handled through the Human Resources Office. By combining the functions of the Disability Services Department and having the department report to the Director of Diversity there is a more consistent approach to delivering disability services and ensuring that the University is compliant with ADA policies. Additionally, this has led to the development of new training materials that will be used to inform faculty and staff about how to support students and staff with disabilities.

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

Over the course of the past year, there have been no reported incidents of hate crimes that have occurred. The University continues to provide a forum for individuals to report any incidents that occur and works to build a climate wherein such incidents will not be tolerated. Further, the Behavioral Assessment Review Team (BART) has been established to allow individuals that feel they are in danger or that are in distress to reach out to a 24-hour hotline. The BART Team is composed of leadership throughout the University including the President's Office, Office of Human Resources, Office of Diversity Initiatives, Office of Student Affairs, General Counsel's Office, Disability Services, and the Provost's Office. The Team meets regularly to discuss emergency preparedness and to receive training regarding appropriate responses to crisis situations.

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

Diversity initiatives and cultural programs for the University are supported through a dedicated Office of Diversity Initiatives budget. The budget supports diversity programming, disability accommodations, diversity marketing and communications, and diversity outreach. The University researches potential grants to enhance programming, however at this time we are not relying on grants to fund these activities.

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

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

- Interpersonal Communication – Communicating across differences
- Managing a Diverse Workforce – Supervisory Training
- Working in a Diverse Environment – Employee Training
- Sexual Harassment Training Module

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

- Students – 158
- Non-Supervisors – 142
- Faculty – 90
- Supervisors - 30

The Human Resources Office continues to provide ongoing employee development through a proprietary online training program called UMUC LEAD (Learning, Education, Advancement, and Development), formerly known as Skillssoft. The LEAD catalog courses cover a wide array of topics which all UMUC employees may access online at any time, with more than 20 modules that address diversity issues. Additionally, the Office of Diversity Initiatives and the Office of Human Resources have partnered to present training on Equal Employment Policies and Procedures. The two courses; 1) A Supervisor's Guide to Understanding, Preventing, and Correcting Sexual Harassment, Discrimination, and Retaliation; and 2) A Guide to Understanding, Preventing and Correcting and Unlawful Harassment, Discrimination and Retaliation have been piloted in the UMUC Asia locations and are currently being rolled-out Stateside.

## **CONCLUSIONS**

UMUC continues to pride itself on being a diverse and inclusive environment. The staff, students, and faculty reflect the full range of cultures and ethnicities that are part of the communities throughout Maryland and the Nation. The training and awareness programs that have been instituted allow all members of the UMC community to learn about one another and to foster a climate of respect and inclusion. We are confident in the direction that we are headed and continue to look for opportunities to improve our diversity programs.