



UNIVERSITY *of* MARYLAND
EASTERN SHORE

PROGRESS REPORT
ON
INSTITUTIONAL PROGRAM
OF
CULTURAL DIVERSITY

February 24, 2012

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PROGRESS REPORT

The Maryland General Assembly passed Senate Bill 438 and House Bill 905 into law July 1, 2008. The Bills required each higher education institution to submit a plan for its cultural diversity programs on or before May 1, 2009. Each year thereafter, an annual progress report is required. Therefore, this is the 2011 progress report for cultural diversity for the University of Maryland Eastern Shore.

I. ELEMENTS AND ORDER OF INSTITUTIONAL PROGRESS REPORTS FOR A PROGRAM OF CULTURAL DIVERSITY:

a. Status of implementation efforts and demographic data on students, faculty and staff participation by activity delineated in institutional plans.

During the 2008-2009 academic year, the University of Maryland Eastern Shore implemented some activities geared toward enlightening students, faculty and staff relative to diversity issues. The Division of Student Affairs and Enrollment Management and the School of Graduate Studies conducted a new student orientation session for 790 students and these students were exposed to diversity information relative to the student body. This information will be reviewed and enhanced for the new admits for fall 2012. The Division of Academic Affairs included diversity information in the Opening of School activity in fall 2010 for all faculty members. These two activities will continue and the information associated with diversity will be updated. The Office of Human Resources conducts a session with all new employees and during this session any questions or concerns regarding diversity are addressed. In the future, more opportunities and efforts will be made available to inform students, faculty and staff of diversity initiatives.

In addition, because of a lack of funds, some of the efforts mentioned in the Diversity Plan had to be delayed. One in particular is assessing the campus climate. It is proposed that an instrument be purchased to access the campus climate relative to diversity concerns.

b. Progress on meeting goals as stated in plan.

The Goals and Key Strategies for the Diversity Plan are grouped under three broad areas: Climate for Living, Learning, and Working; Student Access and Opportunity; and Diverse Faculty and Staff.

The area of Climate for Living, Learning, and Working includes the culture, decisions, practices, policies, and behaviors that constitute the environment at the University of Maryland Eastern Shore. Also included in this area are strategies to enhance cultural diversity sensitivities through training. All members (students, faculty, and staff) of the community will believe that they support an environment conducive to Living, Learning, and Working. The environment at the University of Maryland Eastern Shore is everyone's

responsibility and it must include a climate of civility and respect for all. The climate sets the tone for success in the areas of recruitment and retention of students, faculty, staff, and administrators.

In the area of Student Access and Opportunity, particular emphasis is placed on the successful graduation of all students, in recognition of the campus' most basic educational mission. However, for this plan the matriculation of non African-American students is emphasized. The plan also includes enrollment, graduation rate and retention goals that contribute to the over-arching aim of increasing the number of degrees earned by non African-American students.

In the area of Diverse Faculty and Staff, the University of Maryland Eastern Shore believes that a strong faculty is a diversified faculty. Diversity brings a whole world of knowledge by looking at and viewing learning from different perspectives.

In Senate Bill 438 and House Bill 905, the definition for "Cultural Diversity" means the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education. Therefore, the Diversity Plan for the University of Maryland Eastern Shore will address cultural diversity (racial and ethnic groups) among its students, faculty and staff populations.

The University of Maryland Eastern Shore seeks to provide realistic goals for diversity relative to student, faculty and staff. The goal, however, from the "Diversity Plan" is to match or reflect the diversity of the student body. Therefore, all goals will be set at a level to match student enrollment. The terms African-American and non African-American will be the terminology used for the establishment of goals. The term non African-American will include: Native-American, Asian-American, Hispanic-Americans, White, Foreign and others.

The Diversity Plan for the University of Maryland Eastern Shore has ten goals and they were developed as benchmarks to gauge improvement toward obtaining them. Therefore, the remainder of this section will state the goals and a summary of outcomes. However, Goals 1.A. and 1.B. have no benchmarks and will be assessed by the implementation of the strategies.

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 1.A.: Campus Environment – Continue to build and maintain a campus environment that is inclusive, safe and respectful for people.

Outcome

The key strategies developed and implemented to address this goal is on-going. The strategy leaders have embraced the strategies and in most cases implemented them. The University is currently reviewing an instrument (Sequoia, Inc.) to gauge campus climate and the Miville-Guzman Universality-Diversity Scale-Short Form (M-GUDS-S). *The M-GUDS-S is a 15-item multiple-choice questionnaire that measures student attitudes, cognitions, and behaviors regarding diversity. Developed by Marie L. Miville, this instrument uses a 6-point Likert-type scale to assess student awareness and acceptance of both similarities and differences among people. A longer, 45-item version of this scale is also available.* Current policies have been reviewed in the undergraduate and graduate bulletins to identify barriers that might impact students from attending. A new faculty orientation program has been developed to inform them of important data associated with the campus. Residence Hall personnel have implemented diversity efforts for students.

In summary for this goal, which is ongoing, the University is making great progress and it will make adjustments and move forward. The Division of Academic Affairs will partner with Human Resources to continue striving toward the obtainment of this ongoing goal.

Goal 1.B: Learning Experiences for Diversity – Provide increased opportunities for enhanced awareness of multicultural issues and foster an appreciation of the full range of human experience among students, faculty and staff.

Outcome

During the summer of 2011, six summer enrichment programs were held on the UMES campus, and they were: 1) Reach for the Stars, 2) Gross Anatomy Pre-matriculation Preparation Workshop, 3) Human Ecology Pre-College Education Enhancement Program, 4) National Youth Sports Program, 5) Summer Enrichment Academy, and 6) Upward Bound. In 2008-2009, 378 students attended our summer programs and in 2009-2010, 327 attended. The number of students attending summer programs decreased. However, the number of summer programs increased. Therefore Goal 1.B was met.

During these summer programs students are exposed to multicultural issues. The goal is ongoing. (See Table 1.)

Table 1: 2011 Summer Programs

Race	Gender		Total
	M	F	
African-American/Black	179	168	347
American Indian or Alaska Native	0	0	0
Asian	0	1	1
Hispanic/Latino	3	2	5
White	11	2	13
Native American or other Pacific Islander	0	0	0
Two or more races	3	4	7
TOTAL	196	177	373

GOAL 2: Student Access and Opportunity

The University of Maryland Eastern is committed to ensuring equal access and opportunity for high quality education at the University of Maryland Eastern Shore for all non African-American students.

Goal 2.A.: Undergraduate Degrees Awarded – Demonstrate continuing improvement in the number of bachelor’s degrees earned by non African-American students. (The total number of degrees for the 2008-2009 baseline reporting year was 86.) (Strategy Leader: Vice President for Academic Affairs)

Outcome

During the 2010-2011 academic year, a total of 98 non African-American students earned Bachelor’s degrees from UMES. The baseline data for 2008-2009 was 86. Goal 2.A was met.

Contributing Goals:

Goal 2.A.1

New Students - Demonstrate continuing improvement in the number of new non African-American students who enter UMES as freshmen and transfers. (The total for the 2008-2009 baseline reporting year was 236. (Strategy Leaders: Vice President for Student Life and Enrollment Management and the Academic Deans)

Outcome

During the 2010-2011 academic year, a total of 212 new non African-American freshman and transfer students entered UMES. The baseline data for 2008-2009 for new non African-American students who entered UMES as freshmen and transfers was 236. With a lower enrollment of new students for 2009-2010, the enrollment for non African-American students decreased. Therefore, Goal 2.A.1. was met.

Goal 2.A.2

Retention Rates

Continue to enhance the first-year retention rate for non African-American students. (The rate for the 2008-2009 baseline reporting year was 69. (Strategy Leaders: Vice President for Academic Affairs)

Outcome

During the 2010-2011 academic year, 103 non African-American students returned for the fall semester of 2011. During the 2008-2009 academic year, 69 non African-American students returned for the fall semester of 2008. Therefore, Goal 2.A.2 was met.

Goal 2.B: Graduate Degrees Awarded - Demonstrate continuing improvement in the number of graduate degrees (including master's and doctoral degrees) earned by African-American students. (The total for the 2008-2009 baseline reporting year was 36.)

Outcome

During the 2010-2011 academic year, a total of 47 graduate degrees (including masters and doctoral degrees) were earned by African-American students. In 2008-2009, the baseline data was 36 degrees earned by African-American students. Therefore, Goal 2.B was met.

Contributing Goals:

Goal 2.B.1

New Graduate Students

Demonstrate continuing improvement in the number of graduate-level (including master's and doctoral) African-American students. (The total for the 2008-2009 baseline reporting year was 224.

Outcome

During the 2010-2011 academic year a total of 273 graduate-level (including master's and doctoral) African-American students were enrolled. The baseline data for 2008-2009 was 224. Therefore, the number of graduate level African-American increased and Goal 2.B.1 was met.

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.

Goal 3.A: African-American Faculty - Demonstrate continuing improvement in the number of African-American tenured and tenure-track faculty. (The total for the 2008-2009 baseline reporting year was 48.

Outcome

During the 2010-2011 academic year, a total of 51 African-American faculty were tenured and on tenure-track. The baseline data for 2007-2008 was 48. Therefore, for Goal 3.A was met.

Goal 3.B.: Non African-American Administrators - Maintain the number of non African-American full-time Executive/Administrative/Managerial Staff. (The total for the baseline reporting year of 2008-2009 was 18.

Outcome

During the 2010-2011 academic years, a total of 15 non African-American full-time Executive/Administrative/Managerial staff was employed. The baseline data for 2007-2008 was 18. Therefore, Goal 3.B was not met.

Goal 3.C: Non African-American Staff Members - Demonstrate continuing improvement in the number of job titles where non African-Americans are currently underrepresented. (The total for the 2008-2009 baseline reporting year was 121.)

Outcome

During the 2010-2011 academic year, a total of 110 non African-Americans were employed as staff members. In 2008-2009, a total of 121 non African-Americans were employed. Therefore, Goal 3.C was not met.

c. A description of the way the institution addressed cultural diversity among students, faculty, and staff

As a public institution of higher education, the University of Maryland Eastern Shore has a special responsibility to create and maintain a climate that affirms diversity of persons as well as diversity of views. Diversity is an indispensable component of academic excellence. A commitment to diversity means a commitment to the inclusion of faculty, staff, and students from all ethnic groups. Among these characteristics are race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability. According to Senate Bill 438 and House Bill 905, "Cultural Diversity" means the inclusion of those racial and ethnic groups, and individuals that are or have been underrepresented in higher education.

In Senate bill 438 and House Bill 905, the definition for "Cultural Diversity" means

the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education. Therefore, the Diversity Plan for the University of Maryland Eastern Shore addresses cultural diversity (racial and ethnic groups) among its students, faculty and staff populations. To address such, the University of Maryland Eastern Shore seeks to provide realistic goals for diversity relative to student, faculty and staff. The goal, however, from the "Diversity Plan" is to match or reflect the diversity of the student body. Therefore, all goals will be set at a level to match student enrollment. The terms African-American and non African-American will be the terminology to address goals. The term non African-American will include: Native-American, Asian-American, Hispanic-American, White, Foreign and others.

d. Status of institutional enhancement of programs of cultural diversity, if improvement was needed.

The Cultural Diversity Program at the University of Maryland Eastern Shore needs improvement. First of all, the Diversity Plan was developed without any additional funds and offices across campus worked together to realize most of the goals. However, to have a viable and productive cultural diversity program, funds must be available. (See Budgetary Needs on page 10.)

e. Status report on campus-based hate crimes and bias-motivated incidents that occurred on campus including demographic data.

During the 2010-2011 academic year, the Office of Public Safety reported no campus-based hate crimes.

f. A summary of the resources used and needed, including State grants, to effectively recruit and retain a culturally diverse student body, faculty, and staff.

The University of Maryland Eastern Shore does not have funding dedicated to recruit and retain a culturally diverse student body, faculty, and staff. The funds used are State funds to recruit and retain a diverse student body, faculty and staff. The University reviews its policies to ensure that they do not impact on students attending and faculty and staff being hired. In addition, the University does not have any State grants.

g. 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. Provide demographic data on participants.

The University of Maryland Eastern Shore has identified some cultural diversity programming and sensitivity diversity initiatives that can be used for instructional and training purposes. This, however, is an ongoing process and making sure that the appropriate ones are selected will be a campus wide decision. Most

academic departments have diversity initiatives embedded in the curriculum. Some of the accreditation associations, councils, and societies have diversity training or information related to diversity in their standards, such as, the National Council for the Accreditation of Teacher Education and the Middle States Commission on Higher Education.

Although, there are many diversity programming initiatives that can be addressed, the University of Maryland Eastern Shore needs funds to realize any meaningful cultural diversity program. This includes funds for curriculum revisions to include diversity programming.

II. DEMOGRAPHIC DATA: (See Table 2, 3 and 4 on pages 10-11)

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Table 2: UMES Student Enrollment* Fall 2008, 2009, and 2010 by Race/Ethnicity

Race /Ethnicity	2008-2009				2009-2010				2010-2011			
	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	3,314	80.6%	1,234	2,080	3,439	80.7%	1,331	2,108	3,340	76.9%	1,348	1,992
American Indian or Alaskan Native	10	0.2%	3	7	8	0.2%	5	3	18	0.4%	7	11
Asian	60	1.5%	36	24	63	1.5%	31	32	90	2.1%	36	54
Hispanic/Latino	53	1.3%	26	27	63	1.5%	26	37	100	2.2%	37	64
White	502	12.2%	224	278	591	13.9%	270	321	627	14.4%	301	326
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA	3	0.0%	2	1
Two or More Races	NA	NA	NA	NA	NA	NA	NA	NA	39	1.0%	14	25
Did Not Self-Identify	171	4.2%	74	97	98	2.3%	39	59	128	3.0%	57	71
Total	4,110	100.0%	1,597	2,513	4,262	100.0%	1,702	2,560	4,345	100.0%	1,801	2,544

*Foreign students are not included

Table 3: UMES Faculty* Profile Fall 2008, 2009, and 2010 by Race/Ethnicity

Race /Ethnicity	2008-2009				2009-2010				2010-2011			
	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	119	38.6%	60	59	120	39.7%	60	60	123	37.4%	61	62
American Indian or Alaskan Native	2	0.6%	1	1	2	0.7%	1	1	3	0.9%	1	2
Asian	29	9.4%	18	11	22	7.3%	13	9	25	7.6%	14	11
Hispanic/Latino	6	1.9%	3	3	7	2.3%	4	3	8	2.4%	4	4
White	149	48.4%	78	71	148	49.0%	82	66	162	49.2%	84	78
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA	0	0.0%	0	0
Two or More Races	NA	NA	NA	NA	NA	NA	NA	NA	3	0.9%	2	1
Did Not Self-Identify	3	1.0%	1	2	3	1.0%	0	3	5	1.5%	2	3
Total	308	100.0%	161	147	302	100.0%	160	142	329	100.0%	168	161

*Foreign faculty are not included



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Table 4: UMES Staff* Profile Fall 2008, 2009, and 2010 by Race/Ethnicity

Race /Ethnicity	2008-2009				2009-2010				2010-2011			
	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	384	73.6%	159	225	430	73.6%	171	259	441	76.0%	174	267
American Indian or Alaskan Native	3	0.6%	1	2	4	0.7%	0	4	4	0.7%	0	4
Asian	25	4.8%	14	11	7	1.2%	2	5	5	0.9%	1	4
Hispanic/Latino	5	1.0	3	2	10	1.7%	5	5	5	0.9%	3	2
White	101	19.3%	56	41	128	21.9%	75	53	119	20.5%	71	48
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA	0	0.0%	0	0
Two or More Races	NA	NA	NA	NA	NA	NA	NA	NA	2	0.3%	1	1
Did Not Self-Identify	4	0.8%	2	2	5	0.9%	3	2	4	0.7%	3	1
Total	522	100.0%	235	287	584	100.0%	256	328	580	100.0%	253	327

*Foreign staff are not included

III. BUDGETARY NEEDS

To fully implement and realize the goals of this “Diversity Initiative”, the University will need additional reoccurring resources which are itemized in the projected budget below:

Budget
Institutional Program of Cultural Diversity

CATEGORY/ITEM	FUNDING NEEDED	FRINGE BENEFITS
Diversity Coordinator	\$ 75,000	\$ 13,500
Undergraduate Minority Recruiter	\$ 55,000	\$ 9,900
Graduate Recruiter	\$ 45,000	\$ 8,100
Scholarship Funds	\$ 200,000	
Consultant Fees	\$ 10,000	
Recruitment Materials	\$ 45,000	
Office Supplies	\$ 15,000	
Information Technology Equipment	\$ 10,000	
Travel	\$ 16,000	
International Travel	\$ 50,000	
Professional Development	\$ 15,000	
Sub - Total	\$ 536,000	\$ 31,500
TOTAL	\$ 851,000	

IV. CONCLUSION

In conclusion, the University of Maryland Eastern Shore (UMES) has completed its progress report on cultural diversity. The University had three main goals: 1) ***Climate for Living, Learning and Working***; 2) ***Student Access and Opportunity***, and 3) ***Diverse Faculty and Staff***. These main goals have sub-goals that are measurable at this time except for ***Goal 1A*** and ***Goal 1B*** which are on-going goals and will be measured later.