



**University of Maryland University College**

**2012-2013 Annual Progress Report**

**On**

**Programs of Cultural Diversity**

**March 4, 2013**



# University of Maryland University College

*Office of Diversity Initiatives*

March 4, 2013

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

Dear Dr. Wolfe:

Attached please find University of Maryland University College's (UMUC) FY2012-2013 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

Enclosure

UNIVERSITY of MARYLAND UNIVERSITY COLLEGE  
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**University of Maryland University College**  
**FY2012-FY2013 Annual Progress Report**  
**On**  
**Programs of Cultural Diversity**

**27 February 2013**

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 FY 2012-2013 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, Institutional Effectiveness, 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 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 continued to deliver several Diversity Awareness Training Programs throughout the University. The Office of Diversity Initiatives, along with the Office of Human Resources, tracks participation to ensure that staff and faculty are continuously being educated on diversity and inclusion.

Diversity Initiatives tracks EEO inquiries and complaints that are filed on an annual basis. All individuals that inquire about potential instances of discrimination or sexual harassment are contacted and investigations occur. Tracking forms are utilized to track formal EEO investigations to ensure that complainants and respondents are notified of the findings.

To further ensure that leadership throughout the University is aware and responsive to potential conflicts that arise, a mediation process has been developed to provide University staff, faculty, and students with a process for engaging in facilitated mediation. Developing the UMUC Mediation process included training select members of the UMUC community as mediators, developing a UMUC Mediation website, building dedicated and isolated space in UMUC facilities for mediation to occur, and developing the UMUC Mediation Team. Mediation is part of the internal grievance process and allows for an intermediary step to resolve conflicts before issues rise to the formal complaint level.

An Affirmative Action plan is developed annually to track 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.

In 2012, an Engagement Survey was developed and administered for staff and faculty throughout the University. This survey collected key information related to how employees are experiencing UMUC and what issues they are currently facing. This survey will serve as a baseline report of key focus areas for the critical business units across the University and will be repeated in two-years to measure any changes that have occurred. The Engagement Survey incorporated key issues related to diversity to gather feedback about how staff perceived current efforts related to diversity and inclusivity. The results of the survey were communicated to UMUC Leadership and to all supervisors/managers to provide them with information related to potential areas of improvement within their teams.

## B. Students

UMUC continues to be among the most diverse USM institutions. The diversity of the student body has remained stable over the past year, with minor changes within some of the under-represented groups that we are tracking. As shown in Table 1 below, the total number of students enrolled at UMUC locations in Maryland increased slightly by 148 from Fall 2011 to Fall 2012. The ratio of historically under-represented demographic groups remained constant over the past year. White students constituted 40% of the student body in the Fall of 2012, with under-represented minorities at 46% and individuals with two or more races at 2%, compared to 39% white and 48% under-represented minorities and individuals with two or more races at 2% in Fall 2011.

UMUC's student population was 48% male and 52% female in Fall 2012, which is consistent with the gender proportions in Fall 2011. The African-American subpopulation is 60% female and 40% male, while the White student subpopulation is 46% female and 54% male.

|  | <b>Baseline: 2008-2009</b> |    |              |              | <b>2010-2011</b> |    |              |              | <b>2011-2012</b> |    |              |              | <b>2012-2013</b> |    |              |              |
|--|----------------------------|----|--------------|--------------|------------------|----|--------------|--------------|------------------|----|--------------|--------------|------------------|----|--------------|--------------|
|  | #                          | %  | Male         | Female       | #                | %  | Male         | Female       | #                | %  | Male         | Female       | #                | %  | Male         | Female       |
| <b>African American/ Black</b>                   | 10875                      | 33 | 3699         | 7176         | 13718            | 35 | 5115         | 8603         | 15169            | 36 | 5814         | 9355         | 14195            | 34 | 5619         | 8576         |
| <b>American Indian or Alaska Native</b>          | 198                        | 1  | 81           | 117          | 196              | 1  | 87           | 109          | 188              | 0  | 81           | 107          | 186              | 0  | 82           | 104          |
| <b>Asian</b>                                     | 1791                       | 5  | 899          | 892          | 1926             | 5  | 1043         | 883          | 2014             | 5  | 1083         | 931          | 1938             | 5  | 1042         | 896          |
| <b>Hispanic/ Latino</b>                          | 1739                       | 5  | 827          | 912          | 2477             | 6  | 1171         | 1306         | 2941             | 7  | 1428         | 1513         | 3166             | 7  | 1642         | 1524         |
| <b>White</b>                                     | 13291                      | 40 | 6689         | 6602         | 15171            | 39 | 7759         | 7412         | 16565            | 39 | 8762         | 7803         | 16713            | 40 | 9121         | 7592         |
| <b>Native American or other Pacific Islander</b> |                            |    |              |              | 79               | 0  | 32           | 47           | 99               | 0  | 37           | 62           | 160              | 0  | 68           | 92           |
| <b>Two or more races</b>                         |                            |    |              |              | 477              | 1  | 208          | 269          | 849              | 2  | 267          | 482          | 1009             | 2  | 454          | 555          |
| <b>Did not self identify</b>                     | 5414                       | 16 | 2257         | 3157         | 4790             | 12 | 1954         | 2836         | 4252             | 10 | 1770         | 2482         | 4305             | 10 | 1926         | 2379         |
| <b>Total</b>                                     | <b>33308</b>               |    | <b>14452</b> | <b>18856</b> | <b>38834</b>     |    | <b>17369</b> | <b>21465</b> | <b>42077</b>     |    | <b>19342</b> | <b>22735</b> | <b>41672</b>     |    | <b>19954</b> | <b>21718</b> |

\*\*Note: The table above does not include data related to Non-Resident Aliens (2012-2013: Male = 252 and Female = 344).

## 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 Undergraduate School curriculum and the Diversity Certification program (described below).

**Table 2. Diversity Courses Participation**

| <b>Courses</b>      | <b># of Participants</b> |
|---------------------|--------------------------|
| Diversity Awareness | 359                      |
| Disability Studies  | 223                      |
| Domestic Violence   | 499                      |

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. This course is an optional 3-credit course that serves as an introduction to knowledge and strategies designed to promote success in the university environment. The focus is on developing the study, interpersonal, and self-management skills and attitudes needed to achieve academic objectives. The topics included in the course are the university’s mission, resources, and requirements.
2. Intensive Writing Courses – Courses are offered 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 as of Fall 2012. The largest group (69% in Fall 2012) of faculty are those classified as “White”. Many faculty members decline to identify their race or report as “other”. The second largest group of faculty is African-American/Black faculty members at 16% as of fall 2012, compared to 14% in fall 2011. This is viewed as a slight increase (2%) and reflects

continuing efforts to diversify the UMUC faculty. Asian, Hispanic/Latino, and American-Indian faculty represent smaller segments of the total faculty at a combined 11% of the total faculty representation. The number of Asian/American faculty increased by 21% to 186 in Fall 2012 from 154 in Fall 2011.

Males comprise 56% of the faculty and females 44% as of Fall 2012.

|   | Baseline: 2008-2009 |    |             |            | 2010-2011   |    |             |            | 2011-2012   |    |             |             | 2012-2013   |    |             |             |
|---|---------------------|----|-------------|------------|-------------|----|-------------|------------|-------------|----|-------------|-------------|-------------|----|-------------|-------------|
|   | #                   | %  | Male        | Female     | #           | %  | Male        | Female     | #           | %  | Male        | Female      | #           | %  | Male        | Female      |
| African American/Black                    | 137                 | 8  | 80          | 57         | 155         | 7  | 84          | 71         | 340         | 14 | 172         | 168         | 426         | 16 | 204         | 222         |
| American Indian or Alaska Native          | 14                  | 1  | 10          | 4          | 13          | 1  | 10          | 3          | 19          | 1  | 13          | 6           | 19          | 1  | 12          | 7           |
| Asian                                     | 68                  | 4  | 55          | 13         | 67          | 3  | 57          | 10         | 154         | 6  | 116         | 38          | 186         | 7  | 132         | 54          |
| Hispanic/Latino                           | 21                  | 1  | 12          | 9          | 26          | 1  | 15          | 11         | 60          | 2  | 36          | 24          | 69          | 3  | 42          | 27          |
| White                                     | 788                 | 45 | 476         | 312        | 823         | 39 | 475         | 348        | 1654        | 69 | 945         | 709         | 1844        | 68 | 1049        | 795         |
| Native American or other Pacific Islander |                     |    |             |            |             |    |             |            | 1           | 0  | 1           | 0           | 1           | 0  | 1           | 0           |
| Two or more races                         |                     |    |             |            |             |    |             |            | 3           | 0  | 2           | 1           | 8           | 0  | 5           | 3           |
| Did not self identify                     | 705                 | 41 | 398         | 307        | 1043        | 49 | 578         | 465        | 108         | 4  | 53          | 55          | 102         | 4  | 54          | 48          |
| <b>Total</b>                              | <b>1733</b>         |    | <b>1031</b> | <b>702</b> | <b>2127</b> |    | <b>1219</b> | <b>908</b> | <b>2402</b> |    | <b>1338</b> | <b>1001</b> | <b>2655</b> |    | <b>1499</b> | <b>1156</b> |

\*\*Note: The table above does not include data related to Non-Resident Aliens (2012-2013: Male = 42 and Female = 15).

## E. Staff

As shown in Table 4 below, the total number of staff employed at UMUC Stateside locations increased by 5% in 2012 compared to 2011, to 1079 from 1023. The proportions of African-American/Black staff increased to 34% in Fall 2012 from 32% in Fall 2011. The number of African-American/Black female staff increased by 13% to 297 from 254 in Fall 2011. The proportion of White staff remained unchanged in Fall 2012 from Fall 2011. Overall, the proportion of female staff remains virtually unchanged over the past year.

|   | Baseline: 2008-2009 |    |            |            | 2010-2011  |    |            |            | 2011-2012   |    |            |            | 2012-2013   |    |            |            |
|---|---------------------|----|------------|------------|------------|----|------------|------------|-------------|----|------------|------------|-------------|----|------------|------------|
|   | #                   | %  | Male       | Female     | #          | %  | Male       | Female     | #           | %  | Male       | Female     | #           | %  | Male       | Female     |
| African American/Black                    | 239                 | 26 | 58         | 181        | 266        | 27 | 62         | 204        | 332         | 32 | 78         | 254        | 373         | 34 | 76         | 297        |
| American Indian or Alaska Native          | 2                   | 0  | 2          | 0          | 3          | 0  | 2          | 1          | 1           | 0  | 0          | 1          | 3           | 0  | 2          | 1          |
| Asian                                     | 64                  | 7  | 22         | 42         | 60         | 6  | 15         | 45         | 65          | 6  | 23         | 42         | 67          | 6  | 28         | 39         |
| Hispanic/Latino                           | 22                  | 2  | 9          | 13         | 28         | 3  | 8          | 20         | 31          | 3  | 8          | 23         | 32          | 3  | 9          | 23         |
| White                                     | 349                 | 39 | 122        | 227        | 398        | 40 | 142        | 256        | 454         | 44 | 173        | 281        | 491         | 44 | 183        | 308        |
| Native American or other Pacific Islander |                     |    |            |            | 1          | 0  | 0          | 1          | 2           | 0  | 0          | 2          | 1           | 0  | 0          | 1          |
| Two or more races                         |                     |    |            |            | 2          | 0  | 0          | 2          | 22          | 2  | 3          | 19         | 15          | 1  | 4          | 11         |
| Did not self identify                     | 229                 | 25 | 82         | 147        | 227        | 23 | 83         | 144        | 116         | 11 | 32         | 84         | 97          | 9  | 30         | 67         |
| <b>Total</b>                              | <b>905</b>          |    | <b>295</b> | <b>610</b> | <b>985</b> |    | <b>312</b> | <b>673</b> | <b>1023</b> |    | <b>318</b> | <b>705</b> | <b>1079</b> |    | <b>332</b> | <b>747</b> |

\*\*Note: The table above does not include data related to Non-Resident Aliens (2012-2013: Male = 9 and Female = 16).

## **F. Recruitment of Staff and Faculty**

The Office of Human Resources and 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 continue to be 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. Further, all interviewers are required to ask the same standard interview questions for all candidates to ensure that all interviews are consistent and no bias is introduced to the interview process.

## **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 continues 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 throughout the University with the development and distribution of posters highlighting cultural and heritage month celebrations across the globe. In conjunction with the Marketing Team, diversity posters have been developed highlighting the following cultures, heritages, and diversity events:

- Martin Luther King Jr. Day of Service
- African-American Heritage Month
- Women's History Month
- Irish-American Heritage Month
- Asian-Pacific American Heritage Month
- Gay, Lesbian, Bisexual, Transgender Pride Month
- Caribbean-American Heritage Month
- Constitution Day
- German-American Heritage Month
- National American Indian Heritage Month
- Universal Human Rights Month
- Earth Day/Arbor Day
- Jazz Appreciation
- Disability Employment Awareness Month
- 911 Day of Remembrance
- National Poetry Month

Posters are displayed in each department and each of the public spaces throughout UMUC locations. To further communicate information regarding a particular 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 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.

An integral part of the cultural diversity efforts at UMUC are the outreach activities in which the 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 2012, UMUC sponsored three dragon boat events for the UMUC Virtual Dragons. The dragon boat festivals are events that began as a celebration of Asian culture and provide individuals from all backgrounds the opportunity to work together during dragon boat races. A total of 66 paddlers (UMUC staff, students, and alumni) competed in the 11<sup>th</sup> Annual Washington DC Dragon Boat Festival, the 11<sup>th</sup> Annual Philadelphia Dragon Boat Festival, and the 2012 National Harbor Dragon Boat Regatta. UMUC also sponsored the UMUC Tigers Softball Team, comprised of 33 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.

Over the course of the past year, Diversity Initiatives has supported events to raise awareness about a variety of cultural diversity themes. These luncheon lectures and discussion events are designed to allow staff, students, and faculty with an opportunity to learn more about the cultural theme for the month and to engage in a dialogue with other attendees. The events for the past year included:

- January – Martin Luther King Jr., “The Man and the Dream” Documentary
- February – “The Tuskegee Airmen – They Fought Two Wars” Documentary
- March – “The Irish Diaspora and Irish American Heritage” by Stephen A. Brighton, Ph.D.
- April – Earth Day: “The Future Environmental Movement” with Robert P. Ouellete, Ph.D.
- June – LGBT Month: Metro Organization of Parents, Friends, of Lesbians, and Gays (PFLAG) with Phil Hicks
- September – Hispanic Heritage Month: “Salsa: It’s Roots and History” with Eileen Torres
- October – Disability Awareness: National Disability Employment Awareness Month Panel Discussion with George P. Failla, Jr. J.D., Beth Lash, Lisa Andrews, Ph.D., and Allison Butler, Ph.D.
- October – German-American Heritage Month: UMUC Europe Staff Presentation from Heidelberg, Germany (Facilitated by Patricia Jameson)
- November – MarylandCAN, Great Schools Change Everything with Curtis Valentine
- November – American-Indian Heritage Month: The Piscataway Indian Nation Singers and Dancers with Mark Tayac

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

In response to discussions with Muslim-American staff within the University, specific procedures and protocols were put in place for staff to follow during the Ramadan Observance. From sunset on July 19, 2012 through August 18, 2012 quiet space was designated in the Adelphi and Largo locations for staff observing Ramadan to utilize during the course of the day. Staff was required to coordinate with their managers to make sure that they had approval and that they continued to meet their primary job responsibilities.

#### **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) is available for 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.

#### **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 Diversity Initiatives budget. The budget supports diversity programming, diversity marketing and communications, and diversity outreach. The University researches grants to further programming; however at this time we are not relying on grants to fund these activities. The Annual UMUC Giving Campaign has allowed donors to earmark donations for the UMUC Virtual Dragons Dragon Boat Racing team to ensure that funds are in place to support the ongoing outreach programs that are in place for students, staff, faculty, and alumni.

#### **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 has continued to expand 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 Multi-National Environment – Employee Training
- Cultural Sensitivity
- Understanding EEO policies

- 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 behaviors are appropriate and inappropriate when working with colleagues and students. 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:

- Non-Supervisors – 151
- Faculty – 68
- Supervisors - 52

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 Skillsoft. 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, training on Equal Employment Policies and Procedures has been conducted at both stateside and overseas locations. 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 Unlawful Harassment, Discrimination and Retaliation are currently being rolled-out Stateside.

## **CONCLUSIONS**

Over the past year, the diversity programs have continued to evolve and grow throughout the University. This growth is reflected in programs geared not only to our staff, but also programs involving students and faculty. Faculty has continued to build diversity into their course curriculum and have become more adept at working with the diverse UMUC student body. There continues to be a thirst for information related to diversity and inclusivity, which has led to the expansion of the events and activities that are offered to increase awareness about the diversity and the variety of cultures that make up the UMUC community. Individuals from outside of the Diversity Initiatives Office have also volunteered their time and effort to present their research and expertise on topics related to diversity, which has expanded the overall diversity knowledge base.

At UMUC, we pride ourselves on being a diverse place to both work and learn. Students will continue to find that they are learning alongside individuals from a variety of cultures, while being instructed by some of the most diverse group of thinkers in higher education. Additionally, we aim to create an environment where the backgrounds, perspectives, and experiences of our faculty and staff are valued and appreciated.