



2016-2017

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

University of Maryland, College Park

**Section I:**

**1. Institutional Plan**

University of Maryland, College Park's diversity strategic plan entitled, "*Transforming Maryland: Expectations for Excellence in Diversity and Inclusion*" (2010, [http://www.provost.umd.edu/Documents/Strategic\\_Plan\\_for\\_Diversity.pdf](http://www.provost.umd.edu/Documents/Strategic_Plan_for_Diversity.pdf)) guides our efforts until 2020 to strengthen equity, inclusion, and diversity in six key areas of Leadership, Climate, Recruitment and Retention (of outstanding faculty, staff and students), Education, Research and Scholarship, and Community Engagement. We have continued and expanded our efforts connected to: (a) increasing representation of traditionally underrepresented groups (Narrative A and Table 1 below), (b) creating a healthy campus climate that values and builds the awareness, knowledge, and skills to thrive in a highly diverse and changing community and world (Narrative B and Table 2 below), and (c) to allow for the reporting of hate-based crimes as required by state and federal requirements (Narrative C and Table 3 below).

Two relatively recent changes that support all three of these efforts outlined in this report include: (1) an additional way to report hate/bias incidents via the Office of Civil Rights and Sexual Misconduct (January 2017), and (2) the creation of a dedicated staff person (April 2017) to support the experiences of undocumented and/or DACAmented students from admissions to graduation. This newly formed position was in response to a growing need for our undocumented immigrant students to receive additional support in terms of retention, graduation, and campus climate.

**A. Efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.**

UMCP is committed to fostering an inclusive community and aggressively recruiting diverse and underrepresented individuals to our student population, administrative staff, and faculty. In the enclosed table, we detail our major campus-wide initiatives to increase representation with each of these populations.

**B. Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.**

UMCP is committed to fostering dialogue and collaboration among people of different backgrounds, identities, abilities, and perspectives and ensuring the respectful treatment of all. We have a number of initiatives designed to promote faculty and staff cultural awareness, curricular diversity, and cultural diversity in co-curricular programming. Individual colleges, divisions, and units have initiatives such as: the *Maryland Institute for Minority Education* in the College of Education, the *Center for Women in Engineering* and the *Center for Minorities in Engineering*, the new *Office of Diversity Initiatives* in the Smith School of Business, the *Critical Race Initiative* and the *Baha'i Chair for World Peace's* programming for all members of the community in the College of Behavioral and Social Sciences, the *David C. Driskell Center for the Study of the Visual Arts and Culture of African Americans and the African Diaspora*, and annual diversity educational retreats with all faculty and staff in many of our colleges including, for example, Undergraduate Studies and the College of Agriculture and Natural Resources. In addition to these college-level efforts, in the enclosed table we discuss campus-wide efforts to strengthen interactions across difference and make our community a place where minoritized populations thrive.

**C. Efforts and process for the reporting of hate-based crimes consistent with federal requirements.**

Students, faculty, staff, and visitors generally report hate crimes directly to the **University of Maryland Police Department (UMPD)** and the **Office of Civil Rights and Sexual Misconduct (OCRSM)**. In January 2017, the OCRSM implemented an online reporting mechanism for hate/ bias incidents (which may or may not be considered a hate crime) to increase reporting options. All reporting of CLERY crimes known to University administrators are shared with UMPD in compliance with CLERY reporting obligations. UMPD in turn reports hate crime statistics to the state and federal government.

## 2. IMPLEMENTATION

**TABLE 1: INCREASE REPRESENTATION**

<b>Goal 1:</b> Efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.			
<b>Detail all Implementation Initiatives and Strategies designed to recruit and retain traditionally underrepresented students, staff, and faculty.</b>	<b>Metrics to measure how progress is being evaluated</b>	<b>Data to demonstrate where progress has been achieved / Indicators of Success</b>	<b>Areas where continuous improvement is needed</b>
<b>Office of Undergraduate Admissions</b> outreach, monitoring and yield strategies aimed at underrepresented minority students, including those from Spanish-speaking families	The primary metric to evaluate progress is the number of traditionally underrepresented students that apply and are enrolled at Maryland	In the Fall 2016 semester, the new enrollment of African American, Hispanic, and American Indian first-year undergraduate students increased by more than 13% over the previous fall term, due largely to a 16% increase in total enrollment.	Efforts continue to identify and develop appropriate recruitment territories and to build relationships within those territories that will enhance the recruitment and applicant pool among underrepresented student populations.
<b>The Graduate School</b> including Annual Networking Reception for Diverse Students and Faculty; PROMISE AGEP programming and activities including PhD Completion Workshops, Fall Harvest Dinner and Networking Reception, Writing Retreats, Annual Research Symposium and Professional Development Conference, invited guest speakers of STEM initiatives, and other OGDJ activities including bi-monthly listening sessions with URM graduate students; Spring Speaker Series; Conversations on Graduate Diversity Series; continued outreach for URM undergraduate research programs nationally and HBCU institutions.	The Graduate School tracks the last five years of URM students from application to admissions to enrollment as a primary metric to evaluate progress.	From 2015 to 2016, we have seen a 0.8% decrease in overall graduate student enrollment, but a 4.4% increase in URM enrollment. The number of American Indian or Alaska Native students increased from 11 to 15; Black or African American from 803 to 845; Latino/a or Hispanic from 414 to 425; and Two or more from 192 to 201, indicating some success in URM recruitment.	Efforts continue in the Graduate School to identify and develop appropriate recruitment methods and outreach particularly in building relationships with institutions, programs, and directors and coordinators that serve minority/URM/URG students. The Graduate School continues to build relationships among institutions, programs, and directors/coordinators to enhance and maximize recruitment efforts among applicant pool. We are expanding our fee waiver programs and have more UMCP faculty support for recruitment initiatives.
<b>Academic Achievement Programs</b> , including Intensive Educational Development program, Summer Transitional Program, Student Support Services, Educational Opportunity Center, and	Using Survey Monkey questionnaires and other evaluation forms, academic, personal, and behavioral	Pre and post tests; faculty evaluation; AAP Staff input, data from IRPA and Early Warning monitoring system follow-up.	Examine closely AAP students' attitudes and student's actual performance.

McNair Post-Baccalaureate Achievement Program--aimed at recruitment and retention of low-income and first-generation students	problems are identified.		
<b>University of MD Incentive Awards Program</b> supports the recruitment of economically disadvantaged students from Baltimore City and Prince Georges County	IAP does thorough review of students' academic performance on a semester basis and implements customized interventions accordingly. The number and quality of co-curricular experiences (e.g., internships, research, etc.) are also considered.	IAP uses retention and graduation rates as indicators of its effectiveness, impact, and success. Additionally, employment after graduation, commensurate with student capacity, is another indicator.	Refinement of intervention efforts will be made according to students' demonstrated needs. Connections between potential employers and IAP students will be enhanced.
<b>Office of Multi-ethnic Student Education (OMSE) College Success Scholars program</b> – aimed at retention of Black and Latino men	1 <sup>st</sup> year Retention, Retention and Graduation Rates of College Success Scholars participants (compared to non-CSS participants)	CSS students have a retention and graduation rate that continues to support the University's goal to close the Achievement Gap. Cohorts 2007 to 2009 have a 3-year retention rate over 90%. CSS Cohort 2007 graduated in 5 years (95%) and the remaining students subsequently graduated with a 100% graduation rate. Cohort 2010 has a 95% retention rate after 3 years with a 55% graduation rate after 4 years, and Cohorts 2011-2014 have one-3 years retention rate of over 90%. Cohort 2015 has a 94.3% retention rate after 1 year. For contrast, UMCP Hispanic males not enrolled in the CSS program Cohort 2008, reported 3 years retention rate of 77.9% and after 6 years a 77.9% graduation rate; CSS Hispanic males, Cohort 2007 reported a 3 years retention rate of 100% and after 6 years a 100% graduation rates. UMCP Black males not enrolled in the CSS program Cohort 2008, reported a 77.1% retention rate of retention after 3years and a 72.4% graduation rate after 6 years; Black males enrolled in CSS program- Cohort 2008, reported a 100% rate of retention after 3 years and a 91.7% graduation rate after 6 years.	Additional program (personnel and material) resources will support our 100% retention and graduation rate goals as well as support our ability to increase the number of students served.
<b>Office of Multi-ethnic Student Education (OMSE) Tutorial Program</b> for STEM-related courses with high D, F and W grades – aimed at retention of students of color	<ul style="list-style-type: none"> <li>• Total number of one hour sessions.</li> <li>• Total number of NEW students served.</li> </ul>	<ul style="list-style-type: none"> <li>• 1305 tutoring sessions provided.</li> <li>• 601 New Students</li> <li>• 213 Review Sessions</li> <li>• 17 number of subjects provided</li> </ul>	Additional program (personnel and material) resources will support our goal of providing tutoring in subjects/courses with

	<ul style="list-style-type: none"> <li>• Total number of review sessions provided.</li> <li>• N and % of subjects provided</li> <li>• N and % of tutor productivity</li> </ul> <p>Tutee Demographics</p>	<p>Student Demographics: First year (220), full time (251), part-time (16), sophomore (177), junior (111), senior (52), transfer (64), Special advanced students (7), graduate student (2), on-campus (324), off-campus (173), commuter (104), African American (42%), White (22%), Asian American (17%), Hispanic (11%), Biracial (4%), International 2.2%, American Indian (0.25%)</p>	<p>the most critical need as well as support our ability to increase the number of students served based on unfulfilled requests for tutorial assistance.</p>
<p><b>Student Success Initiative</b> provides a network of support and outreach to Black male students, including direct outreach to students who are experiencing academic or financial difficulties</p>	<p>SSI utilizing IRPAs 6-year graduation rates to measure progress.</p>	<p>Since SSI began, Black males are the only cohort that has experienced a steady increase in graduation rate, from 65.0% in Fall 2011 to 74.3% in Fall 2016. During that same time the overall Black graduation rate has increased from 73.7% to 81.1%. While the graduation rates for Black males and Black students have increased by 9.3% and 7.7, the graduation rate for White students increased by only 3.4% during that same period, indicating a significant narrowing of the gap.</p>	<p>Identifying students in need of support earlier in their matriculation at Maryland.</p>
<p><b>ADVANCE</b> focuses on the retention and advancement of women and faculty of color through peer networks, data collection and policy initiatives</p>	<p>Uses institutional data (i.e., annual tracking of advancement for gender and race differences among faculty, and a dashboard of demographics, salary, and campus service data) and participant survey data (i.e., a semi-annual faculty work environment survey, and exit interviews) to determine progress toward benchmarks. Measures such as the number of women in leadership positions and professional growth and satisfaction rates for core ADVANCE program participants are evaluated.</p> <p>The goals for the inclusive faculty hiring pilot program are to increase faculty diversity in tenure and tenure track roles in six colleges at the SPSS. Key metrics include an increase in diversity in who applies for,</p>	<p>As of 2016 there is a strong pattern of evidence that ADVANCE has made progress toward its goals. The representation of women faculty has increased and fewer women assistant professors resign pre-tenure than in 2010. Since 2009 the Engineering tenure track faculty went from 17 tenure-track female faculty to 34 tenure track female faculty – a 50% increase. Also, 9 women faculty were promoted to full in Engineering between 2009 and 2015. STEM women faculty have the same chances of positive tenure and promotion decisions and there is no significant difference in STEM men and women years to advancement from associate to full professor. Women faculty participants in our ADVANCE core activities, including peer networks, are more likely to be retained to the university than non-participants. Three-fourths of participants in our Leadership Fellows program have now become department chairs, associate deans or like campus</p>	<p>In addition to working towards the ongoing retention, inclusivity, and investment in women and under-represented minority faculty, the ADVANCE Program is now investing more strategically in issues of inclusive hiring, implicit bias training and the development of male and female allies. Next year, ADVANCE plans to expand the practices in the pilot to include a stronger emphasis on creating outreach strategies to enhance diversity in the initial application pool and facilitating campus interviews. ADVANCE additionally wishes to create a training video on implicit bias in hiring. ADVANCE will continue to evaluate the results of hiring outcomes.</p>

	interviews for, is offered, and accepts faculty positions at UMCP. ADVANCE also seeks to increase faculty knowledge of the role of implicit bias in hiring, and help them identify strategies to reduce the impact of bias while serving on search committees.	<p>leaders. Recognizing the success of the ADVANCE Program’s efforts the University of Maryland Provost’s office, Office of Diversity &amp; Inclusion, Research Office and all 12 colleges committed to fund the Office with campus funds from 2015-2020.</p> <p>This year, ADVANCE trained faculty serving on search committees from 6 colleges (AGNR, ARHU, BSOS, CMNS, EDUC, MAPP). In total, faculty searches for 43 departments (approximately 250 committee members) have participated. The majority of faculty searches have not yet completed their hiring process, thus we are unable to evaluate hiring outcomes at this time. Preliminary data from the training pre/post surveys indicates that faculty found the implicit bias training to be helpful in assessing how bias impacts the search process.</p>	
<b>University Human Resources (UHR)</b> supports the recruitment and retention of underrepresented staff and faculty populations through its Affirmative Action Program	UHR analyzes staff and faculty composition and employment transactions to identify Problem Areas and Placement Goals.	UHR will analyze Prior Year Results (appointments, promotions, terminations) to measure progress.	Enhanced Affirmative Action efforts will be made in identified Placement Areas throughout the hiring process.

**TABLE 2: POSITIVE CAMPUS CLIMATE**

<b>Goal 2:</b> Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.			
<b>Detail all Implementation Initiatives and Strategies designed to create positive interactions and cultural awareness among students, faculty, and staff—including professional development programs for faculty and staff, curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students.</b>	<b>Metrics to measure how progress of each initiative is being evaluated</b>	<b>Data to demonstrate where progress has been achieved / Indicators of Success</b>	<b>Areas where continuous improvement is needed</b>
<b>Lesbian, Gay, Bisexual, and Transgender (LGBT) Equity Center Rainbow Terrapin Network Program</b>	Number of participants who register for a Rainbow Terrapin Network training is tracked. Qualitative feedback comes through evaluative surveys at the end of the trainings.	<u>Summer and Fall 2016</u> Four 3-hour in-person trainings with similar or same content were offered. The total number of registrants was 106 across all four.	The demand for learning is much higher than our programs are able to serve, as demonstrated by a surge in registrations simply when the program format is adjusted to online. Even as

		<p><u>Spring 2017 (projected)</u></p> <p>Four 1-hour recorded webinars with different content were or are being offered. The total number of registrants thus far is 326 across all four.</p>	<p>webinars reach many more constituents, many continue to voice a desire for in-person and more topics of education. Thus, the demand is for variety - both shorter and online trainings as well as in-person trainings and trainings on a variety of topics. We are primarily limited by the staff capacity. Within current constraints, we seek to find a balance in the tension between reach of the program and quality of learning. We also continue to gather qualitative evaluation of our sessions that feed back into key community learning needs and outcomes and future focus areas.</p>
<p><b>Lesbian, Gay, Bisexual, and Transgender (LGBT) Equity Center</b> Speakers Bureau Peer Education Program</p>	<p>Number of students who have had a presentation by the Speakers Bureau peer educators, and the number classroom presentations and presentations for other campus groups with special attention to fraternities and sororities. Qualitative data comes from cards collected at the end of each presentation where students are invited to provide feedback on what they learned. (NB: The numbers are always higher for fall semesters as there is an emphasis on incoming students.)</p>	<p><u>Fall 2016</u></p> <p>Number of students reached with Speakers Bureau: 1,068.</p> <p>Classroom presentations: 23</p> <p>Campus group presentations: 9</p> <p><u>Spring 2017 (projected)</u></p> <p>Number of students reached with Speakers Bureau: 700</p> <p>Classroom presentations: 16</p> <p>Campus group presentations: 8</p>	<p>There is little to no capacity to increase the quantity of students and classrooms/groups reached. Continuous improvement comes primarily from cycling the qualitative data back into the annual training of the peer educators.</p>
<p><b>Multicultural Involvement and Community Advocacy (MICA)</b> works with more than 100 cultural student organizations and celebration of history/heritage theme months; Diversity education and identity-based co-curricular programming</p>	<p><u>Metrics</u></p> <p>Attendance</p> <p>Marketing and collateral distribution</p>	<p>MICA's efforts supporting history/heritage theme celebration months resulted in 39 events for APA Heritage Month , 24 for Black History Month, 42 for Latino Heritage Month, 35 for Pride Month, 4 American Indian Heritage Month, and 8 for Mixed Madness Month (multiracial/biracial). In total 152 programs were offered during '15-'16 academic year which reached over 5,000 students, faculty, staff and visitors on the UMCP campus.</p>	

<p><b>MICA's MOSAIC Diversity and Leadership Retreat</b> is two-day overnight program that was established to augment student leadership developmental programs by engaging emerging leaders in concepts related to the Social Change Model of Leadership (Higher Education Research Institute, 1996), particularly aspects of the model that engage self-exploration and civility. Interactive sessions and group discussions are designed to create an environment for individuals to examine social identity and how it influences their understanding of and approach to leadership.</p>	<p><u>Metrics-MICA Learning Outcomes</u>  <i>-Educational Empowerment</i>  <i>Critical Self-awareness/social consciousness</i>  <i>-Community Advocacy</i>  <i>-Intercultural/Intra-cultural Interaction</i></p> <p><u>Assessments</u>  Pre-Post Surveys</p> <p>Goals of the retreat include developing a stronger sense of self-awareness, understanding identity and social inequity, examining how identity influences leadership, and engaging in practical conversations</p>	<p>Prior to the beginning of the retreat, student participants in the MOSAIC program were completed a survey (T1) using multiple choice items. After the weekend retreat, students were surveyed again (T2) with a number of multiple choice as well as open-ended questions. In T1 there were 53 respondents, and a 100% completion rate for all 46 respondents. T2 evaluation had a total of 53 respondents and a 100% completion rate for the 40 respondents. Quantitative and qualitative responses are in the process of being analyzed during the spring semester of 2017.</p>	<p>Efforts are underway to explore concepts for a follow-on experience to MOSAIC. Currently students transition to a diversity themed leadership development program (TLI) after their participation in MOSAIC. Assessment data suggests that we may need to expand offerings beyond the TLI track.</p>
<p><b>The MICA TOTUS Spoken Word Program</b> is a credit-bearing performance arts-based course that promotes opportunities for students to learn about social identity and develop public speaking skills through direct engagement with their peers. Under the TOTUS program students participate in poetry slams, produce visual arts artifacts and monologue performances. All of these experiences help students to find ways of using their voice to represent an array marginalized identities with the goal of evoking dialogue and action around identity and build community across lines of difference.</p>	<p><u>Metrics- MICA Learning Outcomes</u>  <i>-Critical self-awareness/social consciousness</i>  <i>-Culturally affirmed and sense of belonging</i>  <i>-Intercultural/intra-cultural interaction</i></p> <p><u>Assessments</u>  Pre-Post Surveys  Journal Reflections  Spoken Word Performances</p>	<p>87% of TOTUS students who were surveyed reported that that felt more comfortable in their ability to initiate and sustain healthy conversations and relationships with their peers who hold different beliefs and values about diversity and multiculturalism. 100% of the TOTUS students who were surveyed reported that the program enabled them to reflect more deeply about their social identities as it pertained to their race, gender, nationality, class, religion and ability. UMCP Campus Community reach: approx.3,500 people</p>	<p>One of the goals for TOTUS is to continue to help student participants identify and employ strategies for applying newly acquired skills to help them better navigate real world situations (i.e., managing conflict, engaging in difficult conversations, listening to understand not always with the goal of changing opinions) outside of the classroom.</p>
<p><b>The MICA Community Organizing Internship Program</b> is an experiential learning community designed to help students engage and lead cross-cultural and community development efforts within the setting of campus student union. The overarching goal of the MICA COSI Program is to increase the leadership capacity of students pursuing their undergraduate degrees as well as equip them with tools to create culturally inclusive learning environments. COSIs serve as liaisons to identity-based student organizations and</p>	<p><u>Metrics- Internship Learning Outcomes</u>  <i>Academic-based learning and engagement</i>  <i>Organizational management; Wellness and personal development</i>  <i>Community advocacy and development</i>  <i>Cross-cultural programming and engagement</i></p> <p><u>Assessments</u></p>	<p>For each learning outcome COSI's were asked to identify artifacts throughout the academic year that demonstrated their competency as it relates to each outcome. Interns were given the opportunity to present their e-portfolio with members of the campus community at a MICA sponsored event. Since academic years '15-16 and 16-17, students in this internship program</p>	<p>Currently in the process of developing a pre-post survey for interns to help us better track changes in skill attainment over time.</p>

<p>communities. More specifically, COSIs applied to intern in a MICA student involvement or office management area—Asian American Pacific Islander, Latina/o/x, Black, Interfaith &amp; Spiritual Diversity, LGBTQ, Native American Indian/Indigenous, Multiracial, Finance and Graphic Design. Other roles included providing leadership in areas such as marketing, peer education, organization management/financial planning, dialogue facilitation and event planning.</p>	<p>Electronic Portfolio- Artifacts/Reflection Summaries</p>	<p>have had wide reaching impact on the University of Maryland campus as they have assisted and implemented nearly 170 programs. UMCP Campus Community reach: approx.5,000 people.</p>	
<p><b>MICA Monologues Series</b> The Black Monologues is intended on giving UMCP students, faculty, and staff an opportunity to address issues relating to the Black identity and experience and to reflect upon reflect upon their own identity and experiences. The learning outcomes identified for this program included audience members were whether they felt “culturally affirmed and a sense of belonging” and/or an “intercultural/intra-cultural interaction” with the performers and the rest of the audience. Data collection is still pending for Mixed, APA, &amp; Queer Monologues programs which will occur in March and April, 2017.</p>	<p><u>Metrics- Learning Outcomes</u> -Critical Self-Awareness/Social Consciousness -Culturally Affirmed and -Sense of Belonging -Intercultural/Intra-cultural Interaction <u>Assessment</u> 12 item survey  Attendance</p>	<p>This year, 73 out of 153 audience members were surveyed using I pod touch devices. They reported being able to reflect on their own identity (55% a great deal, 36% considerably) and connect with the stories of the performers (60% a great deal, 33% considerably) through the monologues and question and answer dialogue at the end of the performance. Because of this experience, they believed that the program stimulated important dialogue surrounding critical issues of identity (61% a great deal, 38% considerably) and were willing to recommend the program to others (85% definitely would, 15% probably would). UMCP Campus Community reach: estimated 650 people.</p>	<p>Recruiting male performers for the monologues program is increasingly becoming more of a challenge. There is interest in exploring ways to use social media to help audience members continue the conversation after they attend the monologue program.</p>
<p><b>Nyumburu Cultural Center</b> Black Male Initiative (BMI) Program and Black Men’s Leadership Series</p>	<p>Six- Item Attitudinal Survey that inquired into students’ success behaviors and quest for academic excellence.</p>	<p>In Fall 2016, data obtained from a survey administered on three dates (11/3, 11/10, and 11/17) indicated that Black/African American males were motivated by academic presentations and learned facts related to student success behaviors. (N = 70)</p>	<p>Marketing via social media needs constant attention.</p>
<p><b>Nyumburu Cultural Center</b> NewsBreak (Weekly Civic Engagement Forum for Undergraduates on topics such as: Federal Elections, Campus Climate, Women Rights and shifting gender roles, socioeconomic status and income inequalities, and cross cultural communication within the African Diaspora)</p>	<p>Number of students participating; interest of students; student satisfaction</p>	<p>(N = 910) Undergraduate Students  95% of the participants felt that this program should be continued in Spring 2017.  Student Testimonials:</p>	<p>Newsbreak should also be inclusive of more campus issues. However, students want to discuss local, regional, federal, and international topics that impact their lives. Therefore, those types of issues dominate</p>

		<p>“Newsbreak is a good way to keep informed about issues in the media.”</p> <p>“I learn so much about social justice issues (e.g., Police Brutality, Immigration policies of the Federal Government, Law, and economic disparities).”</p> <p><b>To-Be-Done:</b> Comprehensive Survey will be distributed towards the end of the Spring Semester, 2017, to elicit student perspectives on national political and international issues.</p>	<p>many of the 1-hour Newsbreak Sessions.</p> <p>Funding is needed to support costs.</p>
<p><b>Nyumburu Cultural Center</b> Sisterhood of Unity and Love (SOUL)</p>	<p>Program assessed on measures of career awareness, safety, bonding, and awareness of popular culture issues.</p>	<p>Thirty Undergraduate female students have indicated positive responses on measures of career awareness, safety, bonding, and awareness of popular culture issues.</p> <p>Fall Semester average attendance at bi-weekly meetings has increased to 35 attendees for the first two months of the Spring Semester, 2017.</p>	<p>Opportunities to have more speakers will attract additional attendees to the bi-weekly and monthly meetings.</p>
<p><b>Office of Civil Rights and Sexual Misconduct</b></p> <p>Required online training on Title IX/sexual misconduct and nondiscrimination for students, staff, and faculty; in-person version and translation provided for non computer-based and limited English-speaking staff.</p> <p>Outreach and awareness programs, including presentations and presence at campus-wide events.</p>	<p>1. Training completion rates.</p> <p>2. Number of presentations and outreach events provided.</p>	<p><b>2016-2017 Online Training Completion:</b></p> <p>Undergrads: 8,025 (91%) Grads: 2,287 (81%) Faculty: 285 (52%) Supervisory Staff: 28 (93%) Non-Supervisory Staff: 628 (63%)</p> <p><b>In-Person Staff Training Completion: 610</b></p> <p><b># Outreach &amp; Awareness Programs: 37</b></p> <p>Campus-wide Presented/Attended: 5 Graduate Student Presentations: 6 Title IX Overview Presentations: 18 UMD Employee Obligations: 8</p>	<p>Improve training completion rates, particularly among faculty and non-supervisory staff.</p> <p>Continue to increase awareness of our office and UMCP nondiscrimination policies through outreach.</p>
<p><b>Office of Diversity &amp; Inclusion’s (ODI) Training Program</b> for Staff, Students, and Faculty</p>	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> <li>• Experience engaging with</li> </ul>	<ul style="list-style-type: none"> <li>• In Fall 2017, consistent stream of requests for trainings (4-10 per month)</li> </ul>	<p>Working towards longer term assessments especially of one-time trainings, examine long-</p>

	<p>colleagues on issues of diversity, equity, and inclusion</p> <ul style="list-style-type: none"> <li>Enhanced skills and awareness around issues of intergroup engagement</li> <li>Ability to engage and maximize in healthy and ethical ways the differences in identity, ideology, and experience in our community</li> </ul> <p>Success measured by:</p> <ul style="list-style-type: none"> <li>Amount of trainings/number of people requested and delivered</li> <li>Satisfaction Surveys</li> <li>Programs ability to respond to the depth and breadth of training needs</li> </ul>	<ul style="list-style-type: none"> <li>Met all requests which offered flexibility in terms of scheduling</li> <li>Impact Report forthcoming (June 2017) with survey reports</li> </ul>	<p>term efficacy</p> <p>Expanding the skill-based practice within the trainings</p> <p>Stronger series for Supervisors</p> <p>Need more trainers for program to be sustainable and to meet increasing need</p>
<p><b>Office of Diversity &amp; Inclusion's (ODI) Intergroup Dialogue Program (WEIDP)</b> which are courses in race, gender, immigration, disability, sexuality, among other topics is the largest group of cultural competency course offerings</p>	<p>Survey designed specifically for Intergroup Dialogue Program that each student completes at end of course. Survey provides both quantitative and qualitative data on their experience</p> <p>Student progress as demonstrated in the grades earned in the dialogue courses</p> <p>Individual debriefs with each dialogue facilitator after completion of a course to assess facilitator experience and areas where course instructors need additional professional development</p> <p>Annual Impact report that captures successes and areas for improvement from that academic year</p>	<p>Dialogue courses have had near full enrollment each semester. In Spring 2017, ODI offered eight dialogues that each reached full enrollment as well as maintained significant waitlist (250 students total on waitlist)</p> <p>Survey data reveals that students overwhelmingly have grown from these courses:</p> <ul style="list-style-type: none"> <li>-90% of students say they have learned about the lived experiences of different sociocultural groups from their own</li> <li>-88% say they have learned about the complexity of social interactions between groups.</li> <li>-83.5% say the course contributed to their development of skills to work effectively with individuals, groups, and teams from diverse identities and perspectives</li> <li>-95% of students say they would recommend other students participate in the program.</li> </ul>	<p>Continue to increase the diversity of students participating in dialogues through outreach and partnerships with campus colleagues (currently have partnership with School of Engineering's Leadership Engineering minor, and minor in Terrorism Studies)</p> <p>Consistent revisiting of academic content of dialogue courses i.e. revisions to syllabus, and improvement to facilitator training</p> <p>Longitudinal tracking of impact of dialogue program on students sociocultural skills</p>
<p><b>ODI's Rise Above -Isms Campaigns &amp;</b></p>	<p>Number of people who participate in</p>	<p>17 programs in Fall 2016, which</p>	<p>Evaluation of all programs which</p>

<p><b>Programming</b></p>	<p>the week</p> <p>Coalition building among various identity and interest groups</p> <p>Access to education/information around less usual topics of exclusion</p>	<p>included programs on race, gender, sexuality, immigration, religion, disability, among others.</p> <p>Approximately 3000 people engaged in various activities over the 5 days of programming.</p>	<p>have less than 50 people; use of digital evaluation tech (e.g., touch devices) for larger scale events</p> <p>More programming outside of the physical center of campus (e.g., the Smith School)</p>
<p><b>ODI's Rise Above -Isms Mini-Grants</b> of up to \$750 for student organizations to develop programs that foster exploration of identity and dialogue across difference</p>	<p>Number of grant applications submitted</p> <p>Number of applications successfully funded</p>	<p>Funded proposals have impacted every population on campus including undergraduates, graduate students, faculty, staff and visitors.</p> <p>Collaboration with over 40 units and departments across campus</p> <p>Programming encompassing 10 areas of diversity including (Race, Gender, Language, Literacy, Discrimination, Disability and Immigration)</p>	<p>Further promotion of the grant program.</p> <p>Longitudinal evaluation of the grants outcomes.</p>
<p><b>ODI's Moving Maryland Forward Grants</b> of up to \$15,000 as seed money to build strategic programming, resources, infrastructure to address critical diversity and inclusion needs on campus</p>	<p>Proposals are judged on</p> <ul style="list-style-type: none"> <li>-Degree to which the project represents a <i>new</i> initiative</li> <li>-Degree to which the project addresses one or more of the goals articulated in the Diversity Strategic Plan</li> <li>-Potential impact (consideration of breadth and depth) and Feasibility</li> <li>-Ability to evaluate the project's impact both quantitatively and qualitatively</li> <li>-Potential sustainability/transferability</li> </ul>	<p>For FY 2017, 41 proposals requesting \$493,997 were submitted. Eleven proposals were accepted granting \$125,093.</p> <p>There are currently no data regarding the success of individual projects for FY 2017 as final reports where data for each grant are recorded are not due until the end of the fiscal year.</p>	<p>The success of the program depends on the availability of funding, the range of areas funded, and the individual success of each project.</p> <p>Requirements for the final reports should continue to be strengthened to increase accountability for each project.</p>
<p><b>Undergraduate Studies and ODI's Faculty Cultural Competency Course Development Grants</b> which seek to expand cultural competency course offerings across disciplines and strengthen faculty's abilities to offer such courses</p>	<p>17 course proposals submitted; 16 faculty members invited to participate in training.</p>	<p>4 participating faculty members have had their courses for DVCC designation</p>	<p>Continuous follow up with faculty to ensure learning outcome assessment &amp; continuous course improvement.</p>

**Table 3. HATE CRIME REPORTING**

<b>Goal 3:</b> Efforts and process for the reporting of hate-based crimes consistent with federal requirements.			
<b>Detail all Implementation Initiatives, Strategies, and campus processes for the reporting of hate-based crimes.</b>	<b>Metrics to measure how progress of each initiative is being evaluated</b>	<b>Data to demonstrate where progress has been achieved / Indicators of Success</b>	<b>Areas where continuous improvement is needed</b>
The <b>University of Maryland Police Department</b> hate/bias crime reporting mechanism. Students, Faculty, Staff, Visitors are asked to report hate/bias crimes directly to the UMPD. If the incidents are hate/bias incidents, they are still able to report through the UMPD or via their Ombuds Officer or the Office of Civil Rights and Sexual Misconduct. In compliance with Clery Act Reporting, all hate crimes are reported to the State and Federal Government.	Federal Compliance	Federally Compliant	When members of the community are not sure if something rises to the level of crime they often struggle to know where to report. We seek to strengthen understanding of the various places on campus people can report hate-based crimes.
In January 2017, the <b>Office of Civil Rights and Sexual Misconduct</b> implemented an online reporting mechanism for hate bias incidents – which may or may not be considered hate crimes.	This is newly created to increase access to reporting options and for the University to track hate bias incidents occurring on campus.  Progress will be measured by number of hits to website, and reports received.	In the future, UMCP will map hate bias incidents and record the frequency, scope and content of such incidents.	N/A.

**Section II: INSTITUTIONAL DEMOGRAPHIC DATA**

**TABLE 4. STUDENTS: UNIVERSITY OF MARYLAND, COLLEGE PARK**

Undergraduate Students		Fall 2009				Fall 2013				Fall 2014				Fall 2015				Fall 2016					
		Female	Male	Total	%	Female	Male	Total	%	Female	Male	Total	%	Female	Male	Total	%	Female	Male	Total	%		
New Categories	Old Categories																						
-	American	43	29	72	0.3%																		
-	Asian:U.S.	1,895	2,146	4,041	15.2%																		
-	Black or African	1,863	1,436	3,299	12.4%																		
-	Foreign	287	311	598	2.3%																		
-	Hispanic:U.S.	909	728	1,637	6.2%																		
-	Unknown:U.S.	768	755	1,523	5.7%																		
-	White:U.S.	6,818	8,554	15,372	57.9%																		
White:U.S.	-					6,178	8,048	14,226	53.4%	6,074	8,012	14,086	52.1%	6,123	8,052	14,175	51.7%	6,309	8,015	14,324	50.3%		
Black or African American:U.S.	-					1,862	1,464	3,326	12.5%	1,892	1,555	3,447	12.7%	1,921	1,578	3,499	12.8%	2,033	1,636	3,669	12.9%		
Asian:U.S.	-					1,844	2,273	4,117	15.4%	1,932	2,367	4,299	15.9%	1,940	2,512	4,452	16.2%	2,067	2,588	4,655	16.3%		
American Indian or Alaska	-					17	16	33	0.1%	19	17	36	0.1%	16	20	36	0.1%	13	17	30	0.1%		
Native Hawaiian or Other	-					10	11	21	0.1%	10	11	21	0.1%	9	11	20	0.1%	9	10	19	0.1%		
Hispanic:U.S.	-					1,217	1,118	2,335	8.8%	1,312	1,178	2,490	9.2%	1,317	1,245	2,562	9.3%	1,467	1,308	2,775	9.7%		
Unknown:U.S.	-					397	388	785	2.9%	282	300	582	2.2%	224	242	466	1.7%	227	257	484	1.7%		
Two or More:U.S.	-					499	457	956	3.6%	571	502	1,073	4.0%	556	558	1,114	4.1%	604	601	1,205	4.2%		
Foreign	-					411	448	859	3.2%	487	535	1,022	3.8%	532	587	1,119	4.1%	597	714	1,311	4.6%		
<b>Total</b>		<b>12,583</b>	<b>#####</b>	<b>26,542</b>	<b>100.0%</b>	<b>12,435</b>	<b>#####</b>	<b>26,658</b>	<b>#####</b>	<b>12,579</b>	<b>#####</b>	<b>27,056</b>	<b>100.0%</b>	<b>12,638</b>	<b>14,805</b>	<b>27,443</b>	<b>100.0%</b>	<b>13,326</b>	<b>15,146</b>	<b>28,472</b>	<b>100.0%</b>		

Graduate Students		Fall 2009				Fall 2013				Fall 2014				Fall 2015				Fall 2016					
		Female	Male	Total	%	Female	Male	Total	%	Female	Male	Total	%	Female	Male	Total	%	Female	Male	Total	%		
New Categories	Old Categories																						
-	American	12	13	25	0.2%																		
-	Asian:U.S.	424	438	862	8.1%																		
-	Black or African	458	325	783	7.4%																		
-	Foreign	1,021	1,518	2,539	23.8%																		
-	Hispanic:U.S.	182	157	339	3.2%																		
-	Unknown:U.S.	295	302	597	5.6%																		
-	White:U.S.	2,709	2,799	5,508	51.7%																		
White:U.S.	-					2,276	2,436	4,712	44.4%	2,204	2,364	4,568	43.3%	2,207	2,247	4,454	41.6%	2,056	2,101	4,157	39.2%		
Black or African American:U.S.	-					430	348	778	7.3%	425	334	759	7.2%	465	338	803	7.5%	503	342	845	8.0%		
Asian:U.S.	-					370	351	721	6.8%	333	363	696	6.6%	365	339	704	6.6%	355	326	681	6.4%		
American Indian or Alaska	-					9	5	14	0.1%	9	2	11	0.1%	7	4	11	0.1%	10	5	15	0.1%		
Native Hawaiian or Other	-					3	4	7	0.1%	3	5	8	0.1%	3	3	6	0.1%	2	1	3	0.0%		
Hispanic:U.S.	-					192	203	395	3.7%	215	209	424	4.0%	211	203	414	3.9%	206	219	425	4.0%		
Unknown:U.S.	-					246	264	510	4.8%	277	351	628	6.0%	309	392	701	6.6%	313	404	717	6.8%		
Two or More:U.S.	-					102	81	183	1.7%	98	71	169	1.6%	111	81	192	1.8%	107	94	201	1.9%		
Foreign	-					1,497	1,797	3,294	31.0%	1,437	1,854	3,291	31.2%	1,463	1,949	3,412	31.9%	1,538	2,029	3,567	33.6%		
<b>Total</b>		<b>5,101</b>	<b>5,552</b>	<b>10,653</b>	<b>100.0%</b>	<b>5,125</b>	<b>5,489</b>	<b>10,614</b>	<b>#####</b>	<b>5,001</b>	<b>5,553</b>	<b>10,554</b>	<b>100.0%</b>	<b>5,141</b>	<b>5,556</b>	<b>10,697</b>	<b>100.0%</b>	<b>5,090</b>	<b>5,521</b>	<b>10,611</b>	<b>100.0%</b>		

**TABLE 5. FACULTY UNIVERSITY OF MARYLAND, COLLEGE PARK**

		Fall 2009			
		Male	Female	Total	%
Tenured/On-Track	Race/ Citizenship (old)				
	Amer Indian/Alaska Nat:U.S.	2		2	0.1%
	Asian/Pacific Islander:U.S.	126	51	177	12.0%
	Black/African American:U.S.	35	35	70	4.8%
	Foreign	36	20	56	3.8%
	Hispanic:U.S.	28	21	49	3.3%
	Not Reported:U.S.	30	14	44	3.0%
	White:U.S.	765	309	1,074	73.0%
	Total	1,022	450	1,472	100.0%
		Fall 2009			
		Male	Female	Total	%
Not on Track	Race/ Citizenship				
	Amer Indian/Alaska Nat:U.S.		2	2	0.1%
	Asian/Pacific Islander:U.S.	138	70	208	8.2%
	Black/African American:U.S.	45	74	119	4.7%
	Foreign	309	93	402	15.9%
	Hispanic:U.S.	25	24	49	1.9%
	Not Reported:U.S.	62	55	117	4.6%
	White:U.S.	899	728	1,627	64.5%
	Total	1,478	1,046	2,524	100.0%

		Fall 2013				Fall 2014				Fall 2015				Fall 2016			
		Male	Female	Total	%												
Tenured/On-Track	Race/Ethnicity (new)																
	Native:U.S.	1		1	0.1%	1		1	0.1%	1		1	0.1%	1	1	2	0.1%
	Asian:U.S.	144	64	208	14.1%	144	65	209	14.1%	146	66	212	14.5%	147	65	212	14.5%
	Black or African American:U.S.	33	32	65	4.4%	33	32	65	4.4%	31	29	60	4.1%	30	31	61	4.1%
	Foreign	36	11	47	3.2%	36	17	53	3.6%	34	14	48	3.3%	23	12	35	3.3%
	Hispanic:U.S.	31	26	57	3.9%	32	27	59	4.0%	29	27	56	3.8%	32	28	60	3.8%
	Islander:U.S.		1	1	0.1%		2	2	0.1%		2	2	0.1%		2	2	0.1%
	Two or More:U.S.	5	2	7	0.5%	3	3	6	0.4%	3	5	8	0.5%	4	5	9	0.5%
	Unknown:U.S.	55	38	93	6.3%	58	42	100	6.8%	58	41	99	6.8%	63	47	110	6.8%
	White:U.S.	713	285	998	67.6%	708	277	985	66.6%	692	280	972	66.7%	674	277	951	66.7%
Total	1,018	459	1,477	100.0%	1,015	465	1,480	100.0%	994	464	1,458	100.0%	974	468	1,442	100.0%	
Not on Track	Race/Ethnicity (new)																
	Native:U.S.	3	1	4	0.1%	2	1	3	0.1%	2	1	3	0.1%	4	1	5	0.1%
	Asian:U.S.	170	91	261	9.5%	185	94	279	10.0%	191	95	286	10.0%	200	106	306	10.0%
	Black or African American:U.S.	44	70	114	4.2%	51	72	123	4.4%	53	90	143	5.0%	51	95	146	5.0%
	Foreign	285	126	411	15.0%	308	114	422	15.2%	324	137	461	16.2%	326	138	464	16.2%
	Hispanic:U.S.	49	34	83	3.0%	51	35	86	3.1%	52	41	93	3.3%	59	46	105	3.3%
	Islander:U.S.	1		1	0.0%	2		2	0.1%	1		1	0.0%	1		1	0.0%
	Two or More:U.S.	9	7	16	0.6%	6	5	11	0.4%	9	9	18	0.6%	10	10	20	0.6%
	Unknown:U.S.	171	140	311	11.4%	182	146	328	11.8%	178	135	313	11.0%	192	146	338	11.0%
	White:U.S.	869	670	1,539	56.2%	859	672	1,531	55.0%	880	653	1,533	53.8%	892	675	1,567	53.8%
Total	1,601	1,139	2,740	100.0%	1,646	1,139	2,785	100.0%	1,690	1,161	2,851	100.0%	1,735	1,217	2,952	100.0%	

**TABLE 6. STAFF: UNIVERSITY OF MARYLAND, COLLEGE PARK**

**STAFF**

Staff	Race/Citizenship (old)	Fall 2009			
		Male	Female	Total	%
	Amer Indian/Alaska Nat:U.S.	10	7	17	0.3%
	Asian/Pacific Islander:U.S.	171	232	403	7.9%
	Black/African American:U.S.	566	724	1,290	25.2%
	Foreign	24	34	58	1.1%
	Hispanic:U.S.	126	276	402	7.8%
	Not Reported:U.S.	76	88	164	3.2%
	White:U.S.	1,295	1,500	2,795	54.5%
	Total	2,268	2,861	5,129	100.0%

Staff	Race/Ethnicity (new)	Fall 2013				Fall 2014				Fall 2015				Fall 2016			
		Male	Female	Total	%												
	American Indian or Alaska Native:U.S.	8	9	17	0.2%	9	6	15	0.2%	8	5	13	0.2%	8	5	13	0.2%
	Asian:U.S.	168	233	401	6.1%	181	239	420	6.0%	184	232	416	6.3%	178	238	416	6.3%
	Black or African American:U.S.	565	722	1,287	15.2%	567	752	1,319	15.3%	556	733	1,289	15.3%	554	769	1,323	15.3%
	Foreign	19	44	63	16.0%	16	47	63	16.4%	13	45	58	17.0%	20	49	69	17.0%
	Hispanic:U.S.	168	325	493	6.3%	176	342	518	6.4%	175	344	519	6.6%	188	361	549	6.6%
	Islander:U.S.	5	3	8	0.1%	6	5	11	0.1%	5	4	9	0.1%	6	2	8	0.1%
	Two or More:U.S.	11	31	42	0.7%	15	41	56	0.8%	19	41	60	0.9%	26	47	73	0.9%
	Unknown:U.S.	167	196	363	9.0%	212	239	451	9.6%	223	205	428	9.2%	243	237	480	9.2%
	White:U.S.	1,344	1,500	2,844	46.3%	1,327	1,516	2,843	45.1%	1,287	1,436	2,723	44.3%	1,273	1,493	2,766	44.3%
	Total	2,455	3,063	5,518	100.0%	2,509	3,187	5,696	100.0%	2,470	3,045	5,515	100.0%	2,496	3,201	5,697	100.0%