



**Cultural Diversity Report
University of Maryland, College Park**

March 2014

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Office of Diversity & Inclusion
Office of Institutional Research, Planning and Assessment**

REVISED 3-26-14

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Narrative (See Appendix for Tables)

I. Institutional Plan to Improve Cultural Diversity

As stated in the UMCP's Strategic Plan, *Transforming Maryland: Higher Expectations*, endorsed by the University Senate on May 6, 2008, and adopted by former President Mote on May 21, 2008 (http://www.umd.edu/strat_plan/stratplan.cfm), "the University of Maryland has embraced diversity as a central driver in all its activities and has supported and promoted pioneering scholarship of diversity in academic programs." The Strategic Plan further states, "Our diversity is fundamental to our excellence and has enriched our intellectual community. The University's capacity to educate students for work and life in the 21st century and to be a leader in research and scholarship is greatly enhanced by a community that reflects the nation and world." President Wallace Loh affirmed this commitment in stating, "The University of Maryland has long promoted diversity as a core value. We recognize a diverse educational community as one of our greatest strengths."

For us, "cultural diversity" means attention to underrepresented racial and ethnic groups, as well as other cultural and identity groups who have been marginalized. Thus, we work to enhance the equity and inclusion of those who are economically disadvantaged; of sexual, religious, and ability minorities; and of women. We also recognize that identities intersect and that underrepresented minorities are members of multiple identity groups; thus, we take a holistic approach in addressing barriers and enhancing inclusion.

In Fall 2010, a 10-year strategic plan for diversity was adopted -- *Transforming Maryland: Expectations for Excellence in Diversity and Inclusiveness, the Strategic Plan for Diversity at the University of Maryland* (http://www.provost.umd.edu/Documents/Strategic_Plan_for_Diversity.pdf). The plan sets forth goals and strategies in six core areas: Leadership; Climate; Recruitment and Retention (of outstanding faculty, staff and students); Education; Research and Scholarship; and Community Engagement. In January 2012, the university's first Chief Diversity Officer (CDO) and Associate Vice President, Dr. Kumea Shorter-Gooden, joined the staff as head of a newly constituted Office of Diversity & Inclusion (ODI), charged with implementation of the Strategic Plan for Diversity. A university-wide Diversity Advisory Council, which includes students, staff (exempt and non-exempt), and faculty, was first convened in May 2012. This Council meets quarterly and provides advice and guidance to the CDO in the implementation of the Strategic Plan.

To evaluate our progress with respect to cultural diversity, we rely on numerical data on representation, retention, graduation, and promotion/tenure rates. Additionally, we use climate data. In Spring 2011 and again in Spring 2013, the campus's NSF-funded ADVANCE Program for Inclusive Excellence conducted a biennial Work Environment Survey for Tenure-Track/Tenured Faculty, which provided information on the experiences of women faculty and faculty of color. Additional climate assessments will be developed in order to track the experiences of students, staff and non-tenure-track faculty.

We are demonstrating success in a number of areas: The University is one of the nation's most diverse campuses. Black, Hispanic, and Asian students comprised approximately 36 percent of our undergraduate population in fall 2013; thirty-one percent of our graduate population students are foreign students (see appendix Tables 3 and 4). Maryland's rise in academic stature has gone hand-in-hand with, and has been accelerated by, its increasingly diverse community of students, faculty, and staff.

Another example of our success is that the University is one of the top producers of minority STEM degrees at both the undergraduate and graduate levels. According to *Diverse Issues in Higher Education*, in 2013, the University ranked second in the production of African-American doctoral recipients in the physical sciences and third in the production of African-American master's degree recipients in engineering. More generally, the university was ranked among the top 20 institutions in the production of doctoral degrees among minority recipients in mathematics and statistics, engineering, and all disciplines.¹

Additionally, we making progress in closing the achievement gaps between the undergraduate student body as a whole and both Hispanic students and African-American undergraduates. The gap in the six-year graduation rate of Hispanics fell from 9.9% (entering class of 2005) to 6.4% (entering class of 2007). Over the same period, the graduation gap among African-American students fell from 8.5% to 6.1 %.²

Continued improvement is needed with respect to the hiring, retention and promotion of underrepresented minority faculty and with respect to the matriculation of underrepresented minority graduate students. Strategies to address this problem are being implemented in 2013-14.

II. Efforts to Increase the Numerical Representation and Retention of Traditionally Underrepresented 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. Following we detail our major initiatives in each of these three areas.

Traditionally Underrepresented Students

To increase the number of students of color who choose to apply and ultimately to enroll at the University, the Office of Undergraduate Admissions utilizes a multi-tiered strategy that focuses on: (1) outreach (for example, hosting a College Access Conference); (2) recruitment (for example, holding recruitment program sessions and tours in Spanish); (3) strategies to monitor and review applications from underrepresented students; and (4) yield strategies (for example, an overnight program that targets underrepresented students who have been admitted). All Admissions staff participate in these efforts, and an Assistant Director of Admissions and Diversity Initiatives provides leadership.

In addition, we have a number of targeted programs that address underrepresented student recruitment, retention, and graduation:

The **Maryland Pathways Program** guarantees that every student who is a Maryland resident from a family whose income is below the poverty line can graduate debt-free. Students' Fall and Spring semester tuition, fees, room, and board charges are supported through federal, state, and institutional

¹ *Diverse Issues in Higher Education* <http://diverseeducation.com/top100/>

² Please note that after accounting for gender, the gains among black undergraduates are somewhat skewed. The graduation rate gap between African-American females and the campus population is one-half of one percent. However, though the campus has improved the graduation rate of African American males (from 65% for the fall 2005 cohort to 69% for the fall 2007 cohort) the graduation rate gap between black males and that of the overall campus stands at fifteen percent.

grants. These students, many of whom are the first in their families to attend college, are required to work up to 10 hours per week, maintain a full course load and remain in good academic standing. In 2012-13, 330 students qualified. Forty-nine percent of the students were first-generation, and 83% were underrepresented minorities. The median family income was \$18,592, with 94% of the students coming from families with poverty level income.

The **Academic Achievement Programs (AAP)** include the state-funded Intensive Educational Development program and the Summer Transitional Program and three federally funded TRIO programs--Student Support Services, Educational Opportunity Center and the Ronald E. McNair Post-Baccalaureate Achievement Program. These programs provide academic and counseling support to aid in the retention and graduation of at-risk students. AAP students receive intensive supplemental instruction, tutoring, and academic advising services during their first two years, prior to major selection. AAP provides skills-focused as well as career and graduate school exploration workshops during the upper-class years through graduation. The McNair program provides preparation for and assistance with admission to graduate school through a series of graduate school-related workshops, faculty-guided research training, and conference research presentation opportunities. There are 426 students enrolled in the University who were admitted through AAP; 125 new students are admitted each year. Approximately 53% of the students are black, 26% are Hispanics, 11% are white and 8% are Asians and 2% other.

The **Office of Multi-Ethnic Student Education (OMSE)** serves undergraduate students with academic support programs in order to increase rates of matriculation, retention, graduation, and overall GPA. The majority of the students are American Indian, Asian American, African American, Hispanic, and multi-racial. Core programs are:

The College Success Scholars (CSS) program provided structured personal, academic and professional support to 145 Black and Hispanic/Latino males in FY 13, in order to ensure their full engagement in all aspects of university life, with an emphasis on retention and graduation. CSS offered a 6-week summer bridge program, weekly 3 to 5-hour study sessions, study groups, math and science review sessions, college success, diversity and leadership workshops and one-on-one tutorial sessions. The scholars were mentored and supported by upper-class students who served as team leaders. A Parents' Advisory Group met regularly and was actively engaged in supporting the goals of the program.

Sister2Sister supported the personal, professional, and academic goals of 35 undergraduate multi-ethnic females in FY13. This program provided on- and off-campus professional and academic resources, service-learning opportunities, and study sessions.

OMSE Check Up provided academic assistance, personal advice and tutorial referrals for 1,451 students in FY13.

The OMSE Academic Excellence Society, which recognizes, fosters, and rewards academic excellence among multi-ethnic students with a 3.5 GPA or higher, inducted 177 students in FY13.

OMSE served over 1000 pre-college students in FY13 through our K-12 pipeline programs, including the Native American Indian Pow Wow, Prince Georges County ESOL Middle School College Access Day, "I Can Do That" Project, as well as hosting over 300 students for informational panels and tours at the request of the Office of University Admissions.

The **Center for Minorities in Science and Engineering (CMSE)** offers programs and activities that support the recruitment, retention and graduation of underrepresented minority science, technology, engineering and mathematics (STEM) students at the pre-college, undergraduate and

graduate levels. Programs offered in 2012-13 include:

Winter Student Leadership Retreat January 2013: Through partnerships with public and private sector employers, this annual event engages underrepresented (STEM) undergraduates in two days of professional and leadership development activities. Participants included 20 students from UMCP and 32 students from area four-year and community colleges. Approximately 90% were Black or Latino.

The University System of Maryland Louis Stokes Alliance for Minority Participation (USM LSAMP) is funded by the National Science Foundation and the University. It assists students in developing skills and strategies to guarantee their success in the STEM fields. Ninety-two undergraduate students participated in LSAMP programs in 2012-2013 (73 African- American, 15 Hispanic, 1 American Indian, 1 Asian, 2 unknown race; 30 females) and 26 earned STEM degrees. LSAMP Programs include a five-week summer bridge program that gives students a head start on their first year; academic advising and tracking; and an undergraduate research program and symposium where students present their research findings. In addition, a Bridge to the Doctorate Program assists STEM graduate students by providing financial and academic support. In 2012-13, twenty-seven graduate students were enrolled (19 African-American, 7 Hispanic, 1 White) and five earned MS degrees.

The **University of Maryland Incentive Awards Program (UMIAP)** recognizes young people from Baltimore City and Prince George's County high schools who have faced adverse life circumstances and prevailed. Its purpose is to promote achievement, community involvement and leadership among students who have demonstrated uncommon persistence, maturity and solid academic performance. Through a combination of financial aid resources and scholarships, the students' tuition, fees, room and board are supported for four years. Throughout the four years, students attend regular community meetings and individual meetings with staff members, and participate in community service projects, retreats, and social excursions. UMIAP staff provide ongoing professional coaching, and faculty/staff mentors and peer mentors are assigned to each student to offer guidance and support. There are 17 students in each UMIAP cohort.

The **Student Success Initiative (SSI)** was developed through the Office of the Vice President of Student Affairs and is comprised of three distinct but overlapping strategies, all of which are meant to foster a culture of academic excellence and professional success amongst African American male undergraduates.

Virtual community development – Consists of the development of a dynamic interactive social website, Facebook page, Tumblr page, Twitter account, and an E-Newsletter.

Formation of the Student Empowerment Project (STEP) - STEP is composed of African American male student leaders from across the University who have devoted themselves to promoting the message of academic excellence and professional success.

Direct Outreach - SSI uses institutional data to identify students who are in need of support and seeks to make personalized direct contact with them, encouraging them to remain in school while offering students assistance in three key areas -- academic, financial aid, and mental health. SSI refers identified students to established partners within the three key areas and within the student's home college for additional support.

Traditionally Underrepresented Faculty and Administrative Staff

A task force on Appointments, Promotion & Tenure (APT), which was convened in 2012-13, was tasked with considering how the diversity of faculty and the diversity of faculty research and

scholarship impact the equity of the APT process. This Task Force will make recommendations for changes to the University Senate in 2013-14.

The NSF-funded ADVANCE Program for Inclusive Excellence, which is in the fourth of five years, has a number of initiatives that are aimed at enhancing the retention, tenuring, and promotion of women faculty, including initiatives that specifically target women faculty of color. For example, there were two senior tenured women faculty of color -- one in the STEM disciplines and one in the non-STEM disciplines -- who provided mentoring and support to junior women faculty of color. In addition, a Leadership Fellows Program was launched in 2012-13 with 19 Fellows, with the aim of engaging more women and faculty of color in leadership positions. This program is open to men and women from majority and minority groups and includes diversity education as an important underpinning of the program. Led by Vice President for Student Affairs Dr. Linda Clement, this program included monthly topical meetings as well as mentorship opportunities.

III. Efforts to Create Positive Interactions and Cultural Awareness

We are committed to fostering dialogue and collaboration among people of different backgrounds, orientations, 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. These initiatives are detailed below:

Cultural Training Programs for Faculty and Staff

The **Center for Teaching Excellence (CTE)** offers workshops and learning communities to faculty and graduate assistants in the areas of student learning and teaching excellence. Promotion of diversity and inclusion efforts are an important aspect of improving teaching excellence and education on campus. Toward that end, CTE and the Graduate Student Government initiated the Inclusion and Diversity Workshop Series in Spring 2013. The series included five workshops on topics of inclusion and diversity in teaching and learning targeted at graduate teaching assistants. Eleven participants completed four of the five workshops and received a letter of completion from CTE and the Graduate School. In addition to this workshop series, CTE implemented the Inclusion and Diversity Course Transformation Learning Community in 2012-2013. This learning community was created to support graduate student and faculty improvements to courses to improve diversity and inclusion at several different levels, from individual course assignments to overall course design. Eight instructors and TAs were selected and participated in the community.

The **Office of Diversity Education and Compliance (ODEC)** offered workshops and trainings to staff and faculty in various campus units in the areas of Sexual Harassment Prevention, Cross-cultural Communication, Conflict Resolution, and Workplace Diversity.

At the beginning of the FY13 academic year, day-long orientation programs for new faculty and new faculty administrators (Department Chairs and Directors) included substantial attention to diversity issues.

Curricular Initiatives – General Education

In Fall 2012, a new General Education program began with a more expansive definition of the diversity requirement and a change from one required course to two. Students under the new program must take either two Understanding Plural Society courses (UP), or one UP and one Cultural Competence course. The definitions are below:

Understanding Plural Societies courses recognize that life in a globally competitive society of the 21st century requires an ability to comprehend both theoretical and practical dimensions of human difference. From that perspective, Understanding Plural Societies is the centerpiece of the University's Diversity requirement. Courses in this category speak to both the foundations—cultural, material, psychological, historical, social, and biological—of human difference and the operation or function of plural societies.

Cultural Competence courses provide opportunities to gain an increased understanding of cultures and cultural practices, while learning to communicate effectively across cultural differences in a diverse society and world. This diversity category reflects a developmental, on-going process through which students learn about the lived experiences of individuals as members of socio-cultural groups and the complex interactions between groups. Cultural Competence courses emphasize acquisition of new knowledge, thoughtful consideration of issues of equity and justice, critical thinking, self-reflection, empathy, engaged global citizenship, and the development of skills necessary to work effectively with individuals, groups, and teams from diverse identities and perspectives.

Curricular Initiatives – Formal Academic Programs

In addition to General Education, the University has a multitude of formal academic programs that address aspects of cultural diversity. A number of these programs address populations – such as African Americans, women, Asian Americans, Latinas/Latinos, and the Jewish and LGBT communities – that have been excluded from full participation in American society. These programs provide learning experiences for individuals who are not part of these identified populations and others who are interested in gaining greater knowledge of their own culture and history:

The **Department of African American Studies** offers both a bachelor's degree, with specializations in cultural social studies or in public policy, and an undergraduate certificate. The department also offers graduate level courses.

The **Department of Women's Studies** offers a range of programs for undergraduates and for graduate students that highlight the intersections of race, class, gender, and other dimensions of difference.

Asian American Studies is an interdisciplinary program that examines the histories, communities, and cultures of Asian Americans as both distinctive from and connected to the broader themes of diversity, ethnicity, race, gender, and migration in the Americas. The program offers an undergraduate certificate and an undergraduate minor for students.

The **U.S. Latina/o Studies Program** offers a minor in U.S. Latina/o Studies, and centers its intellectual and public service activities on Latina/o issues within the historical, contemporary, and regional Latino settlement communities in the United States. The program is interdisciplinary in scope and research, and it is community-oriented.

The **Lesbian, Gay, Bisexual, and Transgender (LGBT) Studies Program** offers an undergraduate certificate and a minor. In addition to courses and programs of study, their annual lecture series is a showcase of leading figures in LGBT and sexuality studies, speaking on subjects as diverse as transgender history, LGBT law and politics, and the complex interrelationships of religion, race, and sexuality.

The **Jewish Studies Program/Meyerhoff Center** offers undergraduate and graduate degree programs, and encourages research and provides instruction about the history and culture of the Jewish people from earliest times to the present day. Every semester between 500 and 600 students enroll in Jewish Studies courses.

The **Department of American Studies** offers degree programs at the bachelor's, master's and doctoral levels. The department explores the cultures of everyday life as well as the cultural constructions of identity and difference through the areas of ethnography and life writing, literature and society, material culture, popular culture and media studies, cultural landscapes, race and intersectionality, foodways, and body and sexuality.

The **School of Music** has a graduate program in Ethnomusicology which explores musical cultures from around the globe. In addition to offering academic courses and programs, the School also sponsors performances, including ensembles in World Music, such as an African Drum Ensemble, Gamelan Saraswati (focusing on the music of Bali), a Japanese Koto Ensemble, and a Korean Percussion ensemble.

The **Latin American Studies Center** in the College of Arts and Humanities offers courses on Latin America and the Caribbean and houses the Undergraduate Certificate in Latin American Studies. The Center also sponsors study abroad courses (in Argentina, Brazil, Ecuador, as well as Central America and the Caribbean), and has a rich research and conference agenda on a range of subjects, including Latin American culture, democracy, governance, civil society, literature, and ethnicity.

The **School of Languages, Literatures, and Cultures (SLLC)** within the College of Arts and Humanities offers a range of programs and courses framing the study of diversity. It offers formal courses (language training, linguistics, translation, and literary-cultural studies) and academic programs in Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Korean, Persian, Portuguese, Romance Languages, Russian, and Spanish, as well as training in second language acquisition. The self-instructional foreign languages program (FOLA) provides additional language training in Turkish and Urdu. In addition, SLLC is the home of two institutes. The goal of the **Center for East Asian Studies** is to expand the University's East Asian curriculum, library resources, and teaching materials

The **Roshan Cultural Heritage Institute, Center for Persian Studies** is the first academic center focused on the Persian-speaking cultures in Iran, Afghanistan, and Central Asia, as well as the Persian-speaking diaspora communities around the globe.

The **Global Studies Minor Program** helps participants understand how and why interactions across national and ethnic borders are shaped by language, culture, politics, economic development, and conflict. Interdisciplinary minors that belong to the program include International Development and Conflict Management, International Engineering, Global Poverty, and Global Terrorism.

Education Abroad offers students a wide variety of credit-bearing international programs, ranging in length from one week to one academic year. Students are strongly encouraged to pursue study abroad opportunities in countries outside Western Europe and Australia. It is expected that we will continue to exceed national averages for participation in study abroad among African-American, Asian and Hispanic students.

Curricular Initiatives – Non-Degree Programs

The University also supports a range of programs that do not lead to a formal degree or certificate but, either alone or in connection with existing academic programs, offer experiences and opportunities related to cultural diversity, enhance the awareness of our community about diversity issues, or provide our faculty, staff, and students with valuable exposure to diverse cultures and unfamiliar social contexts. A few important examples are highlighted below.

Undergraduate education at the University is enhanced by living-learning environments that foster global awareness and intercultural interaction. The Global Communities living-learning program offers an innovative two-year curriculum focused on intercultural interaction and experiential learning. The Jiménez-Porter Writers' House offers students a literary center for the study of creative writing across Spanish- and English-speaking cultures and languages. As another example, the College Park Scholars International Studies program is founded on the belief that understanding political structures, forces, and processes is crucial to interpreting international relations and global events. Finally, the Language House Immersion Program provides a way for students to develop communication skills in both academic and daily life settings, and to acquire an appreciation of the specific historical, geographical, and sociological world of the target culture(s). Ten language clusters are available: Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Persian, Russian, and Spanish.

The David C. Driskell Center for the Study of the Visual Arts and Culture of African Americans and the African Diaspora honors the legacy of David C. Driskell - Distinguished University Professor Emeritus of Art, Artist, Art Historian, Collector, and Curator - by preserving the rich heritage of African American visual art and culture. The Driskell Center is committed to collecting and documenting the contribution of African American artists and presenting African American art, nationally and internationally. The Center thrives to educate future generations about African American art by providing work opportunities for students, employing about 15 students, on average, each semester. In 2012-13, the Center focused on documenting Professor Driskell's papers, which he amassed during the last six decades. In addition, the Center organized two exhibitions: "African American Art Since 1950: Perspectives from the David C. Driskell Center" and "Convergence: Jazz, Films, and the Visual Arts." The two exhibitions, as well as the Center's exhibition "Tradition Redefined: The Larry and Brenda Thompson Collection of African American Art" traveled to more than six venues nationally.

Co-Curricular Programming for Students

To promote diversity outside the classroom, to promote equity at all levels, and to advance a climate of inclusiveness, the University has developed a network of offices, organizations, and programs for students. Staff and faculty sometimes participate and benefit as well.

The **Nyumburu Cultural Center** offers academic, social, and cultural support and programs for Black/African American students and embraces cultural pluralism for the entire campus community. Nyumburu does this through an array of events and initiatives, by providing space for gathering and connecting, and by sponsoring numerous student organizations, including the Black Student Union, Caribbean Students Association, African Students Association, National Association for the Advancement of Colored People (NAACP), the National Council of Negro Women (NCNW) and Greek fraternal/sorority and student organizations. In addition, core Nyumburu programs are:

The **Black Male Initiative Program (BMI)** promotes scholarship, brotherhood, retention, and overall graduation of Black/African American males. Two-hour monthly meetings, voluntary

weekly study halls, fundraising activities for scholarships, and BMI Movie Nights address academic concerns and challenges, as well as nonacademic issues related to culture, finances, career aspirations, recreation, spirituality, and mental health. Six BMI Meetings were held during academic year 2012-13 with an average attendance of 18 Black/African American males. African-American faculty, administrators, alumni, and community members attend the monthly student meetings to provide guidance and support.

Sisterhood Of Unity & Love (SOUL) aims to provide a safe environment for women of color to engage in self-exploration, by convening two meetings a month and a monthly shut-in for undergraduate females. SOUL meetings facilitate discussion on sensitive and relevant topics affecting women of color. At the shut-ins, members participate in bonding activities to create a sense of sisterhood, watch popular films that depict women of color, and engage in group discussions. During the 2012-13 academic year, SOUL collaborated with Berwyn Heights Elementary to start a program where 6 SOUL members tutored children in reading and math. The attendance at SOUL events ranges from 15 to 35 students. During 2012-13, SOUL held 12 meetings and 6 shut-ins.

The Nyumburu Leadership Series is designed to provide students with experiential learning opportunities coupled with theoretical and critical discourse that engages students in formulating their own leadership philosophies. Workshops are held one Saturday each month throughout the academic year. The theme for the 2012/2013 Leadership Series was “Community Activism & Global Civic Engagement”. Students were exposed to a range of information, news and perspectives geared towards heightening their overall understanding of community activism and what it means to be civically engaged as a citizen of the world. Films and documentaries were used throughout the sessions. Approximately 15 students attended each Leadership Series session.

Multicultural Involvement and Community Advocacy (MICA) is a unit within the Adele H. Stamp Student Union—Center for Campus Life. It promotes the intellectual, personal and social development of all students by creating opportunities for them to explore issues pertaining to diversity and multiculturalism. It provides opportunities and spaces that affirm students and their identities, build inclusive communities among diverse members, and create social change locally, nationally and globally. MICA encourages students to participate in both culturally specific and cross-cultural involvement and leadership experiences.

In FY 13, MICA advised or supported 105 cultural student organizations, including 41 Asian Pacific American (APA), 31 Black, 20 Latina/o, and 11 LGBT, 1 American Indian, and 1 Multiracial/Biracial student organization.

191 students were enrolled in eight identity-based diversity and leadership classes offered in conjunction with Leadership and Community Service Learning Programs and the College of Education.

Efforts supporting history/heritage theme celebration months resulted in 42 events for Asian Pacific American Heritage Month, 41 for Black History Month, 62 for Latino Heritage Month, 20 for Pride Month, 7 American Indian Heritage Month, and 10 for Mixed Madness Month (multiracial/biracial) for a total of 172 programs which were attended by over 5,000 students, faculty, staff and visitors on campus.

The campus-wide Inclusive Language Campaign, which was jointly administered by the Department of Resident Life and MICA and funded by a Moving Maryland Forward Grant, was launched in FY13. It was comprised of trainings for students, faculty and staff; spoken word poetry events (TOTUS); outreach to high schools in the local community; video testimonials as well as digital and printed signage.

In FY 13, MICA and the Chapel partnered to create an Interfaith Programs and Spiritual Diversity student involvement area. Programs offered included interfaith Brown bags, Roundtables, a Leadership Summit and an Interfaith Day of Service. This interfaith initiative became part of President Obama's Interfaith Challenge. Over 200 students, faculty and staff attended the interfaith events held on campus.

The **Lesbian, Gay, Bisexual, and Transgender (LGBT) Equity Center** works for a vision of UMCP as a fully equitable community that empowers innovators and agents of social justice for lesbian, gay, bisexual, transgender, and queer people. Through its leadership and assistance to all campus units since its founding in 1998, the Equity Center's excellence led to the 2012 and 2013 recognition of UMCP by the Huffington Post and Campus Pride as one of the top 25 LGBT-friendly campuses in the United States. The Center pays particular attention to intersectional work with students of color and units that serve students of color. Key programs of the Center include:

Rainbow Terrapin Network: 194 people completed membership training, up from 91 the previous year. A training program for facilitators was initiated to help keep up with increased demand.

The Speakers Bureau peer education program reached over 1,100 students.

Lavender Graduation recognized 58 graduates, up from 28 the previous year.

Academic courses offered through the LGBT Studies Program include LGBT People and Communication; Internships in LGBT Community Organizations; and LGBT Facilitation and Leadership Skills in LGBTQA Organizations.

IV. Other Central Diversity Initiatives

In Spring 2013, the Office of Diversity & Inclusion (ODI) provided a second cycle of diversity and inclusion grants, called "Moving Maryland Forward," which provides up to \$15,000 for academic or administrative units or registered student groups to implement a project that aligns with one or more of the goals of the Strategic Plan for Diversity. Out of 25 applicants, 14 projects were funded for 2013-14. The funded programs include an interactive map of campus resources and venues dedicated to supporting the needs of women students, faculty and staff; increased online outreach efforts for majors looking to expand their enrollment of students of color such as architecture and psychology; comprehensive cultural competence training for graduate assistants who teach large, introductory classes in the field of communication; a workplace learning program called "Computer Connections" dedicated to the instructional needs of non-exempt staff; academic and social cohort support for students of color in the fields of astronomy and physics, as well as initiating a joint effort by students and faculty in the College of Journalism to begin an online diversity news service called Stories Beneath the Shell. The grant program aims to engage the broad campus community around issues of equity, diversity, and inclusion; to acknowledge the different needs, challenges, and opportunities in different parts of the university; and to garner buy-in and ownership with regards to the University's diversity agenda.

In FY 2013, ODI launched a university-wide communications campaign – "Rise Above" Isms – aimed at engaging students, staff and faculty in "rising above" racism, sexism, stereotypes, etc., and instead, embracing respect, diversity and community. In connection with this campaign, micro-grants of up to \$750 were offered for programming that directly engages participants in examining their identity and/or their assumptions and biases in a structured and safe setting. Since its inception, there have been 17 applications, and 13 proposals have been funded. These events include training and preparation for the Student Affairs Diversity Advisory Council, an awareness event around

stereotype threat, and a spoken word and follow up conversation called “Speak to Take a Stand.”

The University has four President’s Commissions (on Disability Issues, Ethnic Minority Issues, LGBT Issues, and Women’s Issues) that work to enrich the campus and to foster a fruitful work and learning environment by advocating for inclusive practices. To this end, they address the concerns of their constituency on the campus by: 1) investigating and studying issues related to equity and full inclusion; 2) communicating and collaborating with other campus units; 3) educating the broader campus community; 4) advocating on behalf of the constituency; 5) recommending policies and programs; 6) advising the President on issues of concern; and 7) celebrating campus champions. The chairs of the four President’s Commissions serve on the University-wide Diversity Advisory Council and work closely with the Chief Diversity Officer.

Appendix

Table 1. Faculty

Term	Fall 2009			
	Male N	Female N	Total N	pct
Amer Indian/Alaska Nat:U.S.	2	2	4	<1%
Asian/Pacific Islander:U.S.	264	121	385	10%
Black/African American:U.S.	80	109	189	5%
Foreign	345	113	458	12%
Hispanic:U.S.	53	45	98	2%
Not Reported:U.S.	92	69	161	4%
White:U.S.	1,664	1,037	2,701	67%
Total	2,500	1,496	3,996	100%

Term	Fall 2010				Fall 2011				Fall 2012				Fall 2013			
	Male N	Female N	Total N	pct	Male N	Female N	Total N	pct	Male N	Female N	Total N	pct	Male N	Female N	Total N	pct
American Indian or Alaska Native:U.S.	2	1	3	<1%	4	1	5	<1%	5	1	6	<1%	4	1	5	<1%
Asian:U.S.	290	146	436	11%	293	152	445	10%	309	161	470	11%	312	158	470	11%
Black or African American:U.S.	81	96	177	4%	78	99	177	4%	78	116	194	4%	78	121	199	5%
Foreign	347	129	476	12%	368	141	509	12%	362	158	520	12%	321	141	462	11%
Hispanic:U.S.	54	52	106	3%	70	61	131	3%	72	63	135	3%	79	65	144	3%
Native Hawaiian or Other Pacific Islander:U.S.					2	2	4	<1%	2		2	<1%	1	1	2	<1%
Two or More:U.S.	4	4	8	<1%	6	7	13	<1%	11	12	23	1%	13	10	23	1%
Unknown:U.S.	115	80	195	5%	147	104	251	6%	188	129	317	7%	233	184	417	10%
White:U.S.	1,670	1,041	2,711	66%	1,681	1,032	2,713	63%	1,675	1,045	2,720	61%	1,622	1,066	2,688	60%
Total	2,563	1,549	4,112	100%	2,649	1,599	4,248	100%	2,702	1,685	4,387	100%	2,663	1,747	4,410	100%

Table 2. Staff (inc
Grad Asst.)

Term	Fall 2009			
	Male N	Female N	Total N	Total pct
Amer Indian/Alaska Nat:U.S.	14	8	22	<1%
Asian/Pacific Islander:U.S.	267	332	599	7%
Black/African American:U.S.	613	823	1,436	16%
Foreign	923	596	1,519	17%
Hispanic:U.S.	160	313	473	5%
Not Reported:U.S.	246	258	504	6%
White:U.S.	2,172	2,360	4,532	50%
Total	4,395	4,690	9,085	100%

Term	Fall 2010				Fall 2011				Fall 2012				Fall 2013			
	Male N	Female N	Total N	Total pct	Male N	Female N	Total N	Total pct	Male N	Female N	Total N	Total pct	Male N	Female N	Total N	Total pct
American Indian or Alaska Native:U.S.	12	9	21	<1%	12	10	22	<1%	12	9	21	<1%	12	10	22	<1%
Asian:U.S.	271	339	610	7%	270	336	606	7%	256	329	585	6%	251	326	577	6%
Black or African American:U.S.	576	791	1,367	15%	600	799	1,399	15%	642	794	1,436	15%	630	793	1,423	15%
Foreign	930	570	1,500	17%	970	562	1,532	17%	963	563	1,526	17%	946	564	1,510	17%
Hispanic:U.S.	169	337	506	6%	184	356	540	6%	215	368	583	6%	220	372	592	6%
Native Hawaiian or Other Pacific Islander:U.S.	2	1	3	<1%	6	1	7	<1%	6		6	<1%	7	5	12	<1%
Two or More:U.S.	17	19	36	<1%	20	29	49	1%	22	41	63	1%	20	42	62	1%
Unknown:U.S.	280	273	553	6%	303	328	631	7%	343	393	736	8%	371	471	842	9%
White:U.S.	2,204	2,240	4,444	49%	2,190	2,227	4,417	48%	2,186	2,154	4,340	46%	2,150	2,084	4,234	45%
Total	4,461	4,579	9,040	100%	4,555	4,648	9,203	100%	4,645	4,651	9,296	100%	4,607	4,667	9,274	100%

Table 3.
Undergraduate Students

Term	Fall 2009			
	Female	Male	Total	
	N	N	N	pct
American Indian:U.S.	43	29	72	<1%
Asian:U.S.	1,895	2,146	4,041	15%
Black or African American:U.S.	1,863	1,436	3,299	12%
Foreign	287	311	598	2%
Hispanic:U.S.	909	728	1,637	6%
Unknown:U.S.	768	755	1,523	6%
White:U.S.	6,818	8,554	15,372	58%
Total	12,583	13,959	26,542	100%

Term	Fall 2010				Fall 2011				Fall 2012				Fall 2013			
	Female	Male	Total		Female	Male	Total		Female	Male	Total		Female	Male	Total	
	N	N	N	pct	N	N	N	pct	N	N	N	pct	N	N	N	pct
American Indian or Alaska Native:U.S.	25	22	47	<1%	17	23	40	<1%	18	17	35	<1%	17	16	33	<1%
Asian:U.S.	1,887	2,126	4,013	15%	1,839	2,139	3,978	15%	1,789	2,168	3,957	15%	1,844	2,273	4,117	15%
Black or African American:U.S.	1,780	1,415	3,195	12%	1,812	1,444	3,256	12%	1,806	1,414	3,220	12%	1,862	1,464	3,326	12%
Foreign	300	332	632	2%	357	370	727	3%	401	398	799	3%	411	448	859	3%
Hispanic:U.S.	1,023	904	1,927	7%	1,082	940	2,022	8%	1,124	978	2,102	8%	1,217	1,118	2,335	9%
Native Hawaiian or Other Pacific Islander:U.S.	11	26	37	<1%	12	23	35	<1%	14	13	27	<1%	10	11	21	<1%
Two or More:U.S.	384	361	745	3%	435	378	813	3%	462	389	851	3%	499	457	956	4%
Unknown:U.S.	363	495	858	3%	412	488	900	3%	413	450	863	3%	397	388	785	3%
White:U.S.	6,861	8,607	15,468	57%	6,629	8,426	15,055	56%	6,470	8,214	14,684	55%	6,178	8,048	14,226	53%
Total	12,634	14,288	26,922	100%	12,595	14,231	26,826	100%	12,497	14,041	26,538	100%	12,435	14,223	26,658	100%

Table 4.
Graduate Students

Term	Fall 2009			
	Female N	Male N	Total N	pct
American Indian:U.S.	12	13	25	<1%
Asian:U.S.	424	438	862	8%
Black or African American:U.S.	458	325	783	7%
Foreign	1,021	1,518	2,539	24%
Hispanic:U.S.	182	157	339	3%
Unknown:U.S.	295	302	597	6%
White:U.S.	2,709	2,799	5,508	52%
Total	5,101	5,552	10,653	100%

Term	Fall 2010				Fall 2011				Fall 2012				Fall 2013			
	Female N	Male N	Total N	pct	Female N	Male N	Total N	pct	Female N	Male N	Total N	pct	Female N	Male N	Total N	pct
American Indian or Alaska Native:U.S.	6	6	12	<1%	8	10	18	<1%	9	9	18	<1%	9	5	14	<1%
Asian:U.S.	425	420	845	8%	420	415	835	8%	376	387	763	7%	370	351	721	7%
Black or African American:U.S.	459	345	804	8%	455	358	813	8%	423	329	752	7%	430	348	778	7%
Foreign	968	1,487	2,455	23%	1,089	1,662	2,751	25%	1,372	1,782	3,154	29%	1,497	1,797	3,294	31%
Hispanic:U.S.	212	171	383	4%	209	187	396	4%	198	193	391	4%	192	203	395	4%
Native Hawaiian or Other Pacific Islander:U.S.	2	3	5	<1%	1	6	7	<1%	6	8	14	<1%	3	4	7	<1%
Two or More:U.S.	98	85	183	2%	83	74	157	1%	89	80	169	2%	102	81	183	2%
Unknown:U.S.	244	270	514	5%	248	264	512	5%	230	232	462	4%	246	264	510	5%
White:U.S.	2,644	2,874	5,518	51%	2,499	2,817	5,316	49%	2,360	2,627	4,987	47%	2,276	2,436	4,712	44%
Total	5,058	5,661	10,719	100%	5,012	5,793	10,805	100%	5,063	5,647	10,710	100%	5,125	5,489	10,614	100%