



FY 2014 - 2015 Annual Progress Report

On

Programs of Cultural Diversity

April 2, 2015

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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) FY 2014-2015 Annual Progress Report on Programs of Cultural Diversity.

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

Sincerely,



Blair H. Hayes
Ombudsman and Vice President, Diversity Programs

University of Maryland University College
FY2014-FY2015 Annual Progress Report
On
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30 March 2015

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 2014-2015 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. Summary of Institutional Plan Progress

Status of Implementation Efforts and Demographic Data on Student, Faculty, and Staff

The Institutional Diversity Plan for UMUC was developed to provide a framework for improving, maintaining, and influencing a culture that fosters diversity for staff, faculty, and students. 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 Diversity and Equity Office provide the platform for diversity and inclusion to continue to spread throughout the University. The UMUC Core Values will continue to guide our decisions and behaviors to manage our self, our teams, and our organization.

A. Monitoring and Reporting

The Offices of Human Resources, Institutional Effectiveness, and Diversity and Equity 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

- REACT (Response Emergency Assessment Crisis Team) Quarterly Report
- Annual Affirmative Action Plan

Over the past year, the Diversity and Equity Office has continued to deliver Diversity Awareness Training Programs throughout the University. The Diversity and Equity Office, along with the Office of Human Resources, tracks participation to ensure that staff and faculty are continuously being educated on diversity and inclusion.

The Office of Diversity and Equity 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.

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.

The Diversity and Equity Office is comprised of the Fair Practices and Compliance Team, the Accessibility Services Office (Formerly Disability Services), the Director of Multicultural Training and Programming, and the ADA Compliance Office. This structure allows the office to maintain programs that strengthen current diversity initiatives and plan strategically for future offerings.

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 by 8349 from Fall 2013 to Fall 2014. The ratio of historically under-represented demographic groups remained relatively unchanged over the past year. African-American/ Black students decreased slightly by 3% from 33-30%, while there was a 2% increase in Hispanic/Latino students from 8% to 10% in the Fall of 2014.

UMUC's student population was 51% male and 48% female in Fall 2014, which is consistent with the gender proportions in Fall 2013. The African-American subpopulation is 57% female and 43% male, while the White student subpopulation is 42% female and 58% male.

TABLE 1: Separate Comparison Tables for Students																
	Baseline: 2008-2009				2012-2013				2013-2014				2014-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/ Black	10875	33	3699	7176	14195	34	5619	8576	12933	33	5254	7679	14477	30	6250	8227

American Indian or Alaska Native	198	1	81	117	186	0	82	104	162	0	76	86	218	0	114	104
Asian	1791	5	899	892	1938	5	1042	896	1999	5	1117	882	2487	5	1392	1095
Hispanic/Latino	1739	5	827	912	3166	7	1642	1524	3327	8	1761	1566	4712	10	2578	2134
White	13291	40	6689	6602	16713	40	9121	7592	15946	40	8984	6962	19519	41	11270	8249
Native American or other Pacific Islander					160	0	68	92	185	0	92	93	303	1	154	149
Two or more races					1009	2	454	555	1152	3	511	641	1659	3	750	909
Did not self identify	5414	16	2257	3157	4305	10	1926	2379	3853	10	1749	2104	4531	9	2160	2371
Total	33308		14452	18856	41672		19954	21718	39557		19544	20013	47906		24668	23238

C. Faculty

Table 2 depicts the ethnicity and gender demographics for UMUC faculty as of Fall 2014. The largest group (68% in Fall 2014) 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 2014. Asian, Hispanic/Latino, and American-Indian faculty represent smaller segments of the total faculty at a combined 12% of the total faculty representation. The number of Asian/American faculty remains unchanged at 8% in Fall 2014.

Males comprise 56% of the faculty and females 44% as of Fall 2014.

	Baseline: 2008-2009				2012-2013				2013-2014				2014-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	137	8	80	57	426	16	204	222	419	16	217	202	412	16	212	200
American Indian or Alaska Native	14	1	10	4	19	1	12	7	20	1	13	7	21	1	14	7
Asian	68	4	55	13	186	7	132	54	196	8	138	58	207	8	132	75
Hispanic/Latino	21	1	12	9	69	3	42	27	67	3	43	24	71	3	45	26
White	788	45	476	312	1844	68	1049	795	1786	69	1017	769	1773	68	998	775
Native American or other Pacific Islander					1	0	1	0	1	0	1		1	0	1	
Two or more races					8	0	5	3	12	1	8	4	12	1	8	4
Did not self identify	705	41	398	307	102	4	54	48	106	4	58	48	102	4	51	51
Total	1733		1031	702	2655		1499	1156	2607		1495	1112	2599		1461	1138

D. Staff

As shown in Table 3 below, the total number of staff employed at UMUC Stateside locations decreased by 6% in 2014 compared to 2013, to 1090 from 1157. The proportions of African-American/Black staff increased to 34% in Fall 2014 from 32% in Fall 2013. The

number of African-American/Black female staff decreased slightly by 2% to 334 from 387 in Fall 2014. The number of White staff decreased slightly by 2% to 168 from 194 in Fall 2014. There was also a slight increase in staff that 'Did Not Self-Identify' by 3% to 140 in Fall 2014 from 103 in Fall 2013. Overall, the proportion of female staff remains virtually unchanged over the past year.

TABLE 3: Separate Comparison Tables for Staff

	Baseline: 2008-2009				2012-2013				2013-2014				2014-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	239	26	58	181	373	34	76	297	387	33	107	280	334	31	87	247
American Indian or Alaska Native	2	0	2	0	3	0	2	1	4	0	2	2	4	0	2	2
Asian	64	7	22	42	67	6	28	39	78	7	32	46	68	6	27	41
Hispanic/Latino	22	2	9	13	32	3	9	23	36	3	12	24	40	4	16	24
White	349	39	122	227	491	44	183	308	532	46	194	338	483	44	168	315
Native American or other Pacific Islander					1	0	0	1	1	0		1	1	0		1
Two or more races					15	1	4	11	16	1	5	11	20	2	6	14
Did not self identify	229	25	82	147	97	9	30	67	103	9	33	70	140	12	49	91
Total	905		295	610	1079		332	747	1157		385	772	1090		355	735

Progress on Meeting Goals as Stated in Plan

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. Further, organizational restructuring and large-scale personnel actions are made with demographics and any potential adverse impacts being considered. The plan continues to be part of the strategic approach to diversity and will be amended as the President and the Vice President of Diversity and Equity continues to chart the direction of the office.

II. Efforts to Increase Numerical Representation of Under-Represented Groups

Recruitment of Staff and Faculty

The Offices of Human Resources and Diversity and Equity 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 (upon request) 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.

Career Services

In 2014, a new Career Services Unit was launched within UMUC. This unit was designed to provide students with opportunities to gain mentoring, internships, and volunteer positions within professional settings. Historically, UMUC students have been identified as working adults looking to further their careers, however UMUC students have shared that they are also students looking for new careers or alternate career paths. Additionally, UMUC Students are often current or former military and the Career Services Unit will be able to assist these students with securing positions for their next careers.

Through job fairs with local corporations and government agencies, students from all backgrounds are afforded an opportunity to interview and present themselves to employers who can help to further their career aspirations. These job fairs occur both on UMUC campuses and UMUC recruiters regularly attend conferences and job fairs to reach out to individuals from under-represented populations who may be looking for employment with UMUC.

III. Creating Positive Interactions and Cultural Awareness

Addressing 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:

- African-American Heritage Month
- Asian-Pacific American Heritage Month
- Caribbean-American Heritage Month
- Constitution Day
- Disability Employment Awareness Month
- Earth Day/Arbor Day
- Gay, Lesbian, Bisexual, Transgender Pride Month
- German-American Heritage Month
- Hispanic-American Heritage Month
- Independence Day
- Irish-American Heritage Month
- Jazz Appreciation
- Martin Luther King Jr. Day of Service
- National American Indian Heritage Month
- Polish-American Heritage Month
- UMUC Core Value Posters
- UMUC Equal Opportunity Officers Contact Posters
- Universal Human Rights Day
- Women's Equality Day
- Women's History Month
- World Religion Day

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. 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 2014, 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 36 paddlers (UMUC staff, students, alumni, and friends) competed in the 2014 National Harbor Dragon Boat Regatta, the 1st Carolina Beach Dragon Boat Festival, and the 2014 Philadelphia Dragon Boat Festival. UMUC also sponsored the UMUC Tigers Softball Team, comprised of 29 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. Additionally, in 2014, the University announced the launch of the UMUC Cycling Dragons. This cycling team will be a recreational activity for all members of the UMUC Community to participate in and around the DC Metropolitan area.

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 provide 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 – “Broto Roy’s India: The Customs, Traditions, and culture of an Emerging Subcontinent” (Lecture)
- January – “King: A Filmed Record....Memphis to Montgomery” (Documentary)
- February – “Race Relations in America in the Era of President Obama” lecture by Bruce Jacobs (Lecture)
- March – “The Irish at Gettysburg” (Documentary)
- March – “Women in Maryland History: The Famous & Unsung” with Carolyn Stegman, PhD (Lecture)
- April – “What’s Gotten into Us Staying Healthy in a Toxic World” with McKay Jenkins (Lecture)
- May – “Chief Koko and Mana Polynesia (Lecture/Performance)
- June – “Breaking Through” (Documentary)
- June – Ewabo Caribbean Calypso Band (Lecture and Performance)
- September – Alexandria Kleztet (Musical Performance)

- November – “Going Home: 25 Years of Repatriation Under the NMAI Act” (Viewing and Taped Lecture)
- December – “Pictures from a Hiroshima Schoolyard” a presentation by Shizumi Manali (Lecture)

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 (described below).

Diversity Courses Participation

Courses	# of Participants
Diversity Awareness	496
Disability Studies	297
Domestic Violence	464

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.

Cultural diversity programming and through instruction and training

Over the past year, the Diversity and Equity Office 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 programs and compliance with this requirement is tracked by the Diversity and Equity Office. The Sexual Harassment Prevention Training module was phased out over the past year to make room for updated training modules to account for new regulations and legislations. Prior to being phased out, participants in the Sexual Harassment Training included:

- Non-Supervisors – 93
- Faculty – 25
- Supervisors - 17

Over the past fiscal year, five (5) new training modules have been added (see below) to the suite of training programs to account for new legislation related to Title IX, unlawful harassment, and the SaVE Act.

Training Module	# of Participants
Preventing Discrimination and Sexual Violence: Title IX and SaVE Act for Faculty and Staff	66
Preventing Discrimination and Sexual Violence: Title IX and SaVE Act for Students	1
The Clery Act and Campus Security Authorities	65
Unlawful Harassment Prevention for Higher Education Faculty	2
Unlawful Harassment Prevention for Higher Education Staff	61

The Human Resources Office has also launched a new program to promote a culture of sensitivity and respect for all employees, entitled “Civil Treatment for Employees”. This training is currently being delivered to all new UMUC employees and will soon be scheduled for all current UMUC staff and faculty. Additionally, the Diversity and Equity Office visits all New Hire Orientations to introduce the office and tell individuals how they can participate in diversity events and training programs. Over the past year **172** new hires have participated in the diversity sessions for new hires

Status Report on Campus-based Hate Crimes and Bias-motivated Incidents

Over the course of the past year, there have been no reported incidents of hate crimes or bias-motivated incidents 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. All members of the UMUC Community can contact the Ombuds Office to have confidential discussions regarding any concerns that they have or can work directly with the Fair Practice Officer. Further, the Response Emergency Assessment Crisis Team (REACT) is available for individuals that feel they are in danger or that are in distress to reach out to a 24-hour hotline. The REACT Team is comprised of leadership throughout the University including the President’s Office, Office of Human Resources, the Diversity and Equity Office, Office of Student Affairs, Legal Affairs Office, the Accessibility Services Unit, and the Provost’s Office.

IV. Status of Institutional Enhancement or Improvements to Programs of Cultural Diversity (if needed)

In an effort to ensure that staff, students, and faculty with mental, cognitive, or physical disabilities have access to the accommodations and technology that they may require, the accessibility services and accommodation protocols have recently been overhauled. Through collaboration with the ADA Compliance Officer, the Diversity and Equity Office, the Legal Affairs Office, and the Human Resources Office the procedures for requesting and securing an accommodation have been revised. The new procedures ensure that all privacy and documentation can be maintained and that supervisors and professors are kept abreast of the situation, as appropriate.

Further, the Director of Multicultural Training and Programming has been certified to deliver the Civil Treatment for Employees training in collaboration with the Human Resources Office. The presence of the director during these trainings allows all participants to get clarity around appropriate behaviors and actions that are expected for all UMUC employees. Additionally, the training provides details related to the Equal Employment Opportunity Protocols and Procedures.

CONCLUSIONS

During 2014, the Diversity and Equity Office has continued to develop new and exciting ways to support the culture for diversity across the University. Diversity is viewed as a competency that the Diversity and Equity Office can help to build and develop within all members of the UMUC community. It is no coincidence that diversity is viewed as both a skill to be learned, but also a core value to be nurtured. It is the goal of the University to identify talented individuals that strive to live, work, and learn alongside individuals from all backgrounds, cultures, and ethnicities.

At UMUC, we continue to explore ways to engrain diversity into the various programs and projects that are part of our ongoing strategic plans. As much as the University has changed and grown over the past few years, the commitment to diversity and cultural inclusivity remains unwavering.