



TOPIC: Annual Progress Report: Institutional Programs of Cultural Diversity

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: May 12, 2015

SUMMARY: Effective 1 July 2008, the Maryland General Assembly required each institution of postsecondary education to develop and implement a plan for a program of cultural diversity among its students, faculty, and staff. If an institution already has a program of cultural diversity, it is to develop and implement a plan for improving the program. Plans must include an implementation strategy and timeline for meeting goals, a process for responding to reporting campus-based hate crimes and bias-motivated incidents, and a summary of activities or initiatives used by the institution to effectively recruit and retain a culturally diverse student body, faculty, and staff. Institutions are also required to enhance cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff.

By 1 September of each year, each institution shall submit its plan through its governing body for review. Each year, the governing body shall submit to the Maryland Higher Education Commission (MHEC) a progress report regarding the institution's implementation of its plan and as may be appropriate, improvement of its plan.

Statute defines "cultural diversity" as the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in postsecondary education. The USM institutions have taken a more inclusive approach to reflect guidance from the Attorney General's office dated May 15, 2008, that states, "a plan that will include race-conscious elements should not be implemented in a manner that will limit the elements of 'cultural diversity' solely to racial and ethnic considerations." Campus reports may be accessed at <http://www.usmd.edu/regents/agendas/ed20150512.php>.

ALTERNATIVE (S): The plans are legislatively mandated and must be reviewed by the Board of Regents each year; there is no alternative identified.

FISCAL IMPACT: Fiscal impact is a function of resource needs identified by the institution.

CHANCELLOR'S RECOMMENDATION: That the Committee on Education Policy and Student Life recommend that the Board of Regents approve the 2015 Institutional Programs of Cultural Diversity progress reports for submission to MHEC by 1 September 2015.

COMMITTEE RECOMMENDATION: **DATE:** May 12, 2015

BOARD ACTION: **DATE:**

SUBMITTED BY: Joann A. Boughman 301-445-1992 jboughman@usmd.edu



**ANNUAL PROGRESS REPORT
INSTITUTIONAL
PROGRAMS OF CULTURAL DIVERSITY**

Bowie State University (BSU)
Coppin State University (CSU)
Frostburg State University (FSU)
Salisbury University (SU)
Towson University (TU)
University of Baltimore (UB)
University of Maryland Baltimore (UMB)
University of Maryland Baltimore County (UMBC)
University of Maryland College Park (UMCP)
University of Maryland Eastern Shore (UMES)
University of Maryland University College (UMUC)

**Office of the Senior Vice Chancellor for Academic Affairs
University of Maryland System Office
May 12, 2015**

Background

Effective 1 July 2008, the Maryland General Assembly required institutions of postsecondary education to develop, implement, and submit a plan for a program of cultural diversity to the Maryland Higher Education Commission (MHEC) through their respective governing boards by September 1, each year. In December 2013, MHEC published a template for Cultural Diversity Reports for Maryland Public Postsecondary Education. This template replaced MHEC's Minority Achievement Report and fulfills the requirements for Education §11-406 (Plan for Cultural Diversity). MHEC has requested two-year and four-year public institutions to submit a narrative as outlined below.

Institutional submissions for the Cultural Diversity Report should provide the following:

1. A summary of their institutional plan to improve cultural diversity as required by Education §11-406; all major goals, areas of emphasis, and strategies for implementation; and an explanation of how the plan and progress are being evaluated. Please indicate where progress has been achieved and areas where continued improvement is needed. In addition, this plan should include a section for offering targeted services to specific institutionally identified communities showing defined measurable goals for improvement on pre-identified outcomes for these communities.
2. A description of efforts to increase the numerical representation of traditionally underrepresented groups among a) students, b) administrative staff, and c) faculty. This section of the report should detail initiatives designed to recruit and retain traditionally underrepresented students, staff, and faculty. Reports should include information on both campus-wide and program-specific initiatives.
3. A description of efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus. This section of the report should detail a) faculty and staff cultural training programs, b) curricular initiatives that promote cultural diversity in the classroom, and c) co-curricular programming for students. Report campus hate-based crimes and bias-motivated incidents and the process for responding to hate crimes.
4. If needed, each institution should also describe other initiatives that are central to the institutional cultural diversity plan, but not captured in Sections 2 and 3. This would include institutionally identified specific communities in need of targeted services.

MHEC will include in its narrative for the 2015 Cultural Diversity Report for Maryland Public Postsecondary Education the unedited USM 2015 institutional Programs of Cultural Diversity Progress Reports. Unlike the 2014 Programs of Cultural Diversity Reports for Maryland Public Postsecondary Education, MHEC will not provide a data supplement on staff/faculty representation and student enrollment, retention, and graduation. This data supplement will only be included every three years, which aligns with the reporting schedule of the Minority Achievement Report that this Cultural Diversity Report has replaced. Additionally, MHEC will report information on Pell Grant students. However, since the inception of reporting requirements on Programs of Cultural Diversity, the Board of Regents of the USM has required demographic data in each USM institutional report.

The legislation defines cultural diversity as the inclusion of those racial and ethnic groups underrepresented in higher education. However, the USM has taken a more inclusive approach to cultural diversity based on advice from the Attorney General's Office as of May 15, 2008 that states: "a plan that will include race-conscious elements should not be implemented in a manner that will limit the elements of 'cultural diversity' solely to racial and ethnic considerations." Without exception, institutional programs of cultural diversity link to institutional mission, vision, core values, strategic plans, and in many cases accreditation standards. Institutions across the USM view and apply cultural diversity in the broadest possible sense including cultural and identity groups, for example, ability and veteran status, in implementing and updating institutional plans. Thus, there is variation as to how each institution approaches, implements, and enhances its program of cultural diversity. The implementation strategies, timelines, and resources for meeting the respective institutional goals vary as well; although, there are common themes, elements, and approaches across USM institutions.

2015 Progress Report

Each USM institution submitted its plan for a program of cultural diversity to the Board of Regents for its initial review and approval in March 2009 and an annual report each year thereafter. This 2015 progress report provides a brief summary of the sections outlined above and of the attached more detailed institutional progress reports. As requested by the Board of Regents, each institutional report provides demographic and participation data on students, faculty, and staff. However, for brevity, this report cites only selected institutional examples of activities solely to illustrate both the range and nature of institutional responses to implementing, improving, and sustaining programs of cultural diversity. While comparisons of institutional programs of cultural diversity are inevitable, it is more important to note the commonality and consistency of efforts to strengthen such programs across USM institutions. Exemplary, transformative initiatives exist in every USM institution.

Institutional plans reveal considerable variation in the history, complexity, scope, organization, resource commitment, and level of institutional engagement in programs of cultural diversity across the USM. The successful development, implementation, maintenance, and, as may be necessary from time to time, modification of programs of cultural diversity work not only to promote an appropriate campus environment and climate, but continue to bring institutional recognition. In 2014, *Diverse Issues in Higher Education* magazine ranked **Bowie State University, University of Baltimore, University of Maryland, Baltimore, University of Maryland, Baltimore County, University of Maryland, College Park, and University of Maryland University College** among the top 100 producers of master's, doctoral, and first professional degrees for African American, Hispanic, Asian, and Native Americans. **Bowie State University, Towson University, University of Maryland University College, and University of Maryland, College Park**, rank respectively among the top 100 producers of African American bachelor's degrees in all disciplines. The **University of Maryland, Baltimore County** is ranked 58th among the top 100 producers of bachelor's degrees awarded to Asian Americans. The **University of Maryland, College Park** ranks among the top 20 universities awarding bachelor's degrees to African Americans and Asian Americans in Biology and Biomedical Sciences; bachelor's and master's degrees to African Americans in Engineering; and

doctoral degrees to Asian Americans in Physical Sciences and Computer and Information Sciences.

Institutional Improvements of Programs of Cultural Diversity

Expanding cultural diversity beyond the narrow considerations of race and ethnicity has enabled institutions to strengthen and advance their programs of cultural diversity. Thus, the articulation of diversity, broadly considered, in the institutional mission and as a core value or theme in strategic plans is well established among all institutions. An important ongoing element in the improvement of existing programs of cultural diversity is the integration of initiatives within programs of cultural diversity to close the achievement gap and to increase underrepresented minority student participation particularly in STEM fields. Through on-going school- or college- and department-level strategic planning, periodic assessment and evaluation of efforts, as well as the creation of institution-wide teams, institutions have linked their programs of cultural diversity with their efforts to close the achievement gap and expand inclusiveness in STEM disciplines. Institutions that have explicitly linked diversity and achievement gap initiatives include, **Frostburg State University, Salisbury University, Towson University, University of Baltimore, University of Maryland, Baltimore County, University Maryland, College Park, University of Maryland Eastern Shore, and University of Maryland University College.** **Bowie State University** experienced a 3% growth in non-African American graduate students from foreign countries in STEM disciplines. Through such linkages, institutions have fostered levels of inclusiveness essential to serving all citizens of the state of Maryland and internationally.

Frostburg State University engages in continuous program improvement efforts through the evaluation of institutional strategies and initiatives. It commits significant resources to the recruitment, enrollment, and retention of students from underrepresented minority groups, such that the undergraduate minority student enrollment has increased by 63.2% between fall 2008 and fall 2014. Through its efforts to become a diverse and inclusive campus, **Salisbury University** increased its minority student enrollment by 125 students (6.2%) between fall 2013 and fall 2014. Minority students now make up 25% of the student body based on students who have identified the race/ethnicity category.

University of Maryland, College Park continues to evaluate its progress with respect to institutional cultural diversity using numerical data on representation, retention, graduation, and promotion/tenure rates as well as climate data. The University is considering an engagement/climate survey of all faculty and staff. As of fall 2013, 21% of undergraduates identified as Black/African American, Hispanic, American Indian/Alaskan Native, or Native Hawaiian/Pacific Islander.

After restructuring and rebranding in the fall of 2013, the **University of Maryland University College** Diversity and Equity Office, in partnership with the Office of Human Resources, delivered Diversity Awareness training programs throughout the University. Together these offices track participation to ensure that staff and faculty are continuously being educated on diversity and inclusion. The Diversity and Equity Office includes 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.

Efforts to Increase Numerical Representation of Underrepresented Groups among Students, Faculty, and Staff

With renewed funding from the National Institutes of Health/National Institute of General Medical Sciences (NIH/NIGMS), the **University of Maryland, Baltimore County's** Minority Access to Research Careers Undergraduate Student Training in Academic Research (MARC U*STAR) Program provided financial support, academic advising, and professional development to 37 undergraduate junior and senior underrepresented minorities (URM). The program's focus is to support students underrepresented in the fields of biomedical or behavioral sciences, or mathematics, who seek to earn a Ph.D. and pursue a research career.

The **University of Maryland Eastern Shore's** Admissions team partners with Academic Affairs to build productive partnerships with key high schools that have high concentrations of non-African-American students in Prince George's and Montgomery counties. The University has also increased the number of articulation agreements and MOUs with community college partners. The **University of Maryland University College's** Offices of Human Resources and Diversity and Equity are partnered to examine UMUC recruiting and hiring practices. This partnership ensures that all job searches are inclusive and that there is no implicit or explicit discrimination against any individuals. All search committee members receive instruction on asking legal and avoiding illegal interview questions.

University of Maryland, College Park has several major initiatives to increase and retain students and faculty. For students, there is the College Success Scholars (CSS) program that provides structured personal, academic, and professional support for 161 African American and Hispanic/Latino males to ensure their full engagement in all aspects of university life, with an emphasis on retention and graduation. For faculty, the NSF-funded ADVANCE Program for Inclusive Excellence, in the final year of funding, has a number of initiatives aimed at enhancing the retention, tenure, and promotion of women faculty, including initiatives that specifically target women faculty of color. It has implemented peer networks among faculty, led by expert facilitators, to decrease isolation and provide strategic career information.

Frostburg State University's Office of Human Resources implemented a new online onboarding program using PeopleAdmin software designed to provide services that promote an environment where employees are treated fairly and equitably, diversity is respected, employee contributions are recognized and valued, and development opportunities are encouraged. The training also assists in fostering an inclusive workplace environment. The Alumni Office at **Salisbury University** monitors and tracks faculty and staff diversity through its Recruitment Plan that addresses diversity in the makeup and selection of search committees and careful tracking of job posting venues. **Towson University** facilitates equal access to educational opportunities for students with disabilities promoting inclusive learning environments accessible to all. Student registration with Disability Support Services (DSS) increased 4.8% over the previous year.

Efforts to Create Positive Interactions and Awareness among Students, Faculty, and Staff

Each institution offers various initiatives to address and advance cultural diversity sensitivity and awareness among its students, faculty, and staff. Every institution with some variation addresses programs of cultural diversity through initiatives and or organizational structures that include, but are not limited to, diversity officers, diversity councils, specific courses, degree programs, special cultural programs, marketing, recruitment, bridge programs, retention, special cultural events, as well as faculty/staff development and training. Full details of these efforts are in the attached institutional reports.

Enhancing Cultural Diversity through Instruction and Training of the Student Body, Faculty, and Staff

Enhancing cultural diversity programs and sensitivity through instruction and training is an ongoing and ever-changing process involving a series of activities carried out in a myriad of ways within and across USM institutions. As indicated above, there are courses and degree programs that focus on and promote cultural sensitivity among students. Clearly, these courses and programs could not have developed without an evolving cadre of culturally-sensitive faculty and staff. There is an assortment of cultural sensitivity instruction and training components in the professional development activities for faculty and staff across institutions that address, for example, recruitment, selection, and hiring of a diverse faculty and staff, as well as students, domestic and international. The **Coppin State University** Office of Human Resources offers a variety of “Sensitivity Training” workshops that support cultural diversity for all members of the campus community at least two times per year.

Salisbury University’s Office of Institutional Equity sponsored six workshops designed to help people reduce the often unwelcoming and even hostile environments in which Lesbian, Gay, Bisexual, Transgender, Questioning, and Intersex (LGBTQI) people navigate their daily lives. **Frostburg State University’s** Center for International Education (CIE) actively recruits international students to promote the understanding of international cultures at Frostburg. The **University of Baltimore** Office of the Provost and the Office of Academic Innovation initiated The Brotherhood, Mentorship, Achievement, Leadership, and Enterprise Program (B.M.A.L.E. Program) to close the retention gaps for undergraduate Black men through the implementation of a multi-layered intervention strategy. At **University of Maryland, Baltimore** in 2014, students applied to join the 2014 Cultural Competence Institute (CCI) cohort through the Interprofessional Student Learning and Service Initiatives division of Campus Life Services.

Enhancing Cultural Diversity through Diversity Officers, Diversity Councils and/or Administrative Structures

Seven USM institutions as listed below have established organizational units for the leadership, accountability, and maintenance of their programs of cultural diversity by creating high-level diversity councils, offices, and/or appointing a chief diversity officer who reports to the president. Others use existing administrative structures or centers to provide leadership.

Diversity Officers, Offices, Councils, and or Committees:

Frostburg State University:

- *President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI)*

Salisbury University:

- *Office of Institutional Equity (OIE) (Fair Practices, Diversity, & Inclusion),*
- *Cultural Diversity and Inclusion Consortium Committee*

Towson University:

- *TU Assistant to the President for Diversity,*
- *Office of Diversity and Equal Opportunity,*
- *Diversity Coordinating Council (PDCC),*
- *Diversity Action Committee (DAC),*
- *Intercollegiate Athletics Committee (IAC) on Gender Equity and Diversity*

University of Maryland, Baltimore:

- *President's Diversity Advisory Council*
- *School of Law, Professionalism & Diversity Committee*
 - *Diversity Professionals and Law School Admissions Council Diversity Committee*
- *School of Social Work, Diversity and Anti-Oppression Committee (New in 2014)*

University of Maryland, Baltimore County:

- *President's Commission for Women,*
- *Diversity Council, Program Coordinator for Faculty Diversity,*
- *Human Relations Committee*

University of Maryland, College Park:

- *Chief Diversity Officer,*
- *Office of Diversity and Inclusion,*
- *Office of Multi-Ethnic Student Education,*
- *Office of Diversity Education and Compliance,*

University of Maryland University College:

- *Diversity and Equity Office*

Administrative Diversity Structures and Centers:

The **Frostburg State University** Center for Student Diversity is comprised of several units and offers programs and services for (a) African American Student Development, (b) Asian Pacific Islander/Latino Student Development, (c) Lesbian Gay Bisexual and Transgender Student Development, (d) Women's Resources, (e) Campus Ministries, and (f) Student Success Programs (SAGE & CEEP). The **University of Baltimore's** Diversity Culture Center launched the International Friendship Program to ease transition into American culture and the university setting for new international students. **The University of Maryland, College Park's** Center for

Minorities in Science and Engineering offers a range of programs and activities to recruit, retain, and graduate African American, Hispanic, and Native American students. The Teaching and Learning Transformation Center joined with Graduate Student Government to initiate the Inclusion and Diversity Workshop series targeted at Faculty. The Lesbian, Gay, Bisexual, 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. The Nyumburu Cultural Center offers academic, social, and cultural programs for Black/African American African and Caribbean students of the African diaspora that foster inclusiveness for the entire campus community of students. The **University of Maryland, Baltimore County's** Center for Women in Technology (CWIT) identifies those areas in engineering and technology where underrepresented women are and offers support for them and initiatives to improve the climate for women in the College of Engineering and Information Technology.

Enhancing Cultural Diversity through Academic Degree Programs

All institutions offer a variety of required and/or elective courses across multiple disciplines in general education, majors, and degree programs that promote and support cultural diversity, including study abroad. Likewise, there are many examples of degree programs that promote and advance cultural understanding and competence. **Towson University** offers a wide range of diversity related courses among its Core Curriculum Requirements and in eleven different B.A./B.S./Post-baccalaureate Certificate and M.A. degree programs. **Bowie State University** promotes and advances cultural awareness through its academic programs and specific courses in Psychology, Social Work, Nursing, and Education. The **University of Maryland, Baltimore** Schools of Dentistry, Law, Medicine, Pharmacy, Nursing, and Social Work all have programs and selected courses for ensuring that students develop cultural competence, as is required by the specialized accreditation of these degree programs. The **University of Maryland University College** offers an 18 credit hour certificate in diversity awareness in addition to three diversity-related courses in the Undergraduate School curriculum.

Enhancing Cultural Diversity through Special Programs, Initiatives, Experiences, and Opportunities

All USM institutions provide for cultural diversity through tailored special programs, initiatives, exposures, and opportunities for students, faculty, and staff. **Towson University's** Office of Diversity and Equal Opportunity (ODEO) offers the *Speak Up!* Program that supports members of the campus community to actively participate in fostering a welcoming and inclusive campus environment. It provides participants with information related to the impact of bigotry, the barriers to addressing bigotry, as well as the tools necessary to challenge everyday bigotry. In calendar year 2014, approximately 272 student leaders, students, faculty, and staff members participated in workshops, 94% of the participants reported they gained specific skills or information necessary to be able to Speak Up! in response to encounters of everyday bigotry. Approximately 98% of participants reported that they would recommend participation in a *Speak Up!* workshop to classmates or colleagues. The **University of Maryland Eastern Shore's** plan for student access and opportunity emphasizes the matriculation of non-African-American students and includes retention and graduation goals for these students. **Salisbury University** students, faculty, and staff routinely work with people from diverse cultures in the local

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community as part of their educational mission to demonstrate one of Salisbury’s core values, that being engaged citizens means making a connection between what students learn and how they live. With that value in mind, Salisbury engages with the local Eastern Shore community in numerous activities that help develop a spirit of appreciation for diverse cultures. The **University of Maryland, Baltimore County** is piloting a Postdoctoral Fellows Program for Faculty Diversity.

2014 Status Report on Campus-Based Hate Crimes and Bias-Motivated Incidents

The table below summarizes the status of institutional campus-based hate crimes and bias-motivated incidents. **Coppin State University, University of Baltimore, and the University of Maryland, Baltimore County** inadvertently omitted the status of these incidents and provided it separately.

Institution	Incident	Location	Status/Disposition
Bowie State University	None	Not applicable	BSU did not report any hate crimes for 2013-2014.
Coppin State University	None	Not applicable	CSU did not report any hate crimes for 2013-2014.
Frostburg State University	1. Racial Defacement /Damage to Property 2. Hate Crime	1. Ort Library 2. Stadium Drive	FSU student reported that someone had written a racial slur on wall of 5 th floor study room of library. FSU student reported that he was walking on Stadium Drive when occupants of a passing vehicle began to yell racial slurs at him. February 2014-February 2015
Salisbury University	None	Not applicable	SU did not report any hate crimes.
Towson University	Hate Crime: Racial Slur	Not provided	TU African American male staff member reported White female student used a racial slur in 2014.
University of Baltimore	None	Not applicable	Neither UBPD nor the Office of Community Life reported any such incidents in 2014.
University of Maryland, Baltimore	None	Not applicable	UMB Police and Public Safety report no incidents in 2014.
University of Maryland, Baltimore County	Racial and Sexual Graffiti	Susquehanna South Residence Hall	Residential Assistant reported to UMBC Police who investigated. Investigation suspended due to lack of leads from April 2014 to April 2015.
University of Maryland, College Park	4 Racial bias incidents 3 Sexual orientation 2 Religion	Campus locations not specified in report.	UMCP reported two incidents that involved two areas of bias. Three incidents involved vandalism, three written intimidations, and one assault in 2014.
University of Maryland Eastern Shore	None	Not applicable	UMES reported no incidents in 2014-2015.
University of Maryland University College	None	Not applicable	UMUC reported no incidents in 2014.

Conclusion

The continuing institutional assessment of the important connection between cultural diversity and closing the achievement gap, complemented by initiatives to address broader minority representation in STEM fields, as well as some success with increased diversity among students faculty and staff is a significant result of diversity programmatic activities. While still evolving, these connections reveal a heightened commitment to the effective deployment of limited resources to achieve institutional cultural diversity goals and meet access, retention, and graduation goals generally and in specialized disciplines, as well as employment and retention. Another important aspect of institutional efforts to ensuring broader cultural diversity is the intra-institutional collaboration and cooperation as reflected in program improvements.

Enclosures: Eleven 2014 Institutional Reports on Programs of Cultural Diversity